

TABLE OF CONTENTS

1	INTRODUCTION	3
2	STATUS OF CURRENT AND FUTURE TRAINING	4
2.1	Child Protective Services (CPS) Specialist.....	5
2.2	Juvenile Probation and Parole.....	5
2.3	Provider Licensing.....	5
2.4	Centralized Intake	6
2.5	Transitional Living Specialist	6
2.6	Tribal Workers and Central Office Workers	6
2.7	Ergonomics Training	6
2.8	Data Quality Training	7
2.9	Specialized Training	7
2.9.1	One Worker/One Case Transition Training.....	7
2.9.2	ACTD (Activity Detail)/ACT2 (Activity Detail 2)	7
2.9.3	Native American Foster Family Information.....	7
2.9.4	RBCL (Report Background Check List).....	8
2.9.5	Transitional Living Services – New Central Office Hire	8
2.10	Advanced Training.....	8
2.11	Regional Policy Meetings	8
2.12	DPHHS Training Center/CFSD Training Center	9
3	COMMUNICATION TECHNIQUES.....	11
3.1	Online Field and Screen Help	11
3.2	Main Menu Update Field	11
3.3	Outlook E-Mail Notifications	11
3.4	CAPS Training Website.....	11
3.5	ELearning (Computer-Based Training/Captivate).....	12
4	INFORMATION GATHERING TECHNIQUES	13
4.1	Help Desk Calls	13
4.2	Tracker	13
4.3	Training Evaluations.....	13
4.4	Training Needs Assessment Survey.....	14
5	2011 TRAINING NEEDS ASSESSMENT SURVEY.....	15
5.1	Survey Question #1	16
5.2	Survey Question #2.....	16
5.3	Survey Question #3.....	16
5.4	Survey Question #4.....	16
5.5	Survey Question #5.....	17
5.6	Survey Question #6.....	17
5.7	Survey Question #7.....	17
5.8	Survey Question #8.....	18

5.9	Survey Question #9.....	18
5.10	Survey Question #10.....	18
5.11	Survey Question #11.....	19
5.12	Survey Question #12.....	19
5.13	Survey Question #13.....	19
5.14	Survey Question #14.....	19
5.15	Survey Question #15.....	19
5.16	Survey Question #16.....	20
5.17	Survey Question #17.....	20
5.18	Survey Question #18.....	21
5.19	Survey Question #19.....	22
5.20	Survey Question #20.....	22
6	PLAN FOR CONTINUOUS MONITORING.....	23
7	RECOMMENDATIONS.....	24
	APPENDIX A – CAPS TRAINING EVALUATION.....	30
	APPENDIX B – ADVANCED CAPS TRAINING EVALUATION.....	32
	APPENDIX C – CPS SPECIALIST TRAINING OUTLINE.....	33
	APPENDIX D – PROVIDER LICENSING TRAINING OUTLINE.....	38
	APPENDIX E – YOUTH COURT TRAINING OUTLINE.....	41
	APPENDIX F – CENTRALIZED INTAKE TRAINING OUTLINE.....	44
	APPENDIX G – TRANSITIONAL LIVING TRAINING OUTLINE.....	47
	APPENDIX H – CAPS PRE-TRAINING GUIDE.....	51
	APPENDIX I – SURVEY QUESTION #4 COMMENTS.....	68
	APPENDIX J – SURVEY QUESTION #6 COMMENTS.....	69
	APPENDIX K – SURVEY QUESTION #12 COMMENTS.....	71
	APPENDIX L – SURVEY QUESTION #17 COMMENTS.....	74
	APPENDIX M – SURVEY QUESTION #20 COMMENTS.....	78
	APPENDIX N – SURVEY STATISTICS.....	80

1 INTRODUCTION

Under section 5.11 of the Child and Adult Protective Services (CAPS) project request for proposal, Northrop Grumman is required to conduct and deliver an annual training needs survey and assessment. In compliance with this requirement, Northrop Grumman has compiled this document, which evaluates past training accomplishments and methods, the current needs of system users, and any known future conditions that may impact the users and the system training they receive. Also discussed are new possibilities and suggestions for training in the next year and Northrop Grumman's recommendations on how best to meet these training needs. This yearly training needs assessment is an invaluable tool that can be used to maintain a relevant, effective training program for all CAPS users.

To determine the training needs for the year 2012, the CAPS trainer has incorporated comments and suggestions from the sources listed below:

- Training evaluations
 - The CAPS Trainer solicits training evaluations from trainees subsequent to all training sessions. Training evaluations are very useful for determining changes to the training agenda and training methods. Appendices A and B detail the training evaluations for new employee training sessions and advanced training sessions. Please note that the "sections" referenced on this evaluation will vary depending on the type of training (CPS Specialist vs. licensing, etc.)
- Observation of CAPS workers in training.
- Help Desk communications and PVCS Tracker documentation.
- 2011 Training Needs Assessment Survey.

Section 7, near the end of this training needs assessment, contains a broad recommendation given to encompass the major goals for the coming year. This recommendation is submitted to initiate both discussion and action for the modification of training to best meet the needs of users.

2 STATUS OF CURRENT AND FUTURE TRAINING

New employee training is designed for all new employees who will use the CAPS system. This includes CPS Specialists, juvenile probation and parole officers, provider licensing staff, tribal staff and central office staff. Administrative assistants also receive new employee training based on the area of the system with which they will be most closely associated.

New employee training is currently divided into five separate modules: CPS Specialist, Provider Licensing, Juvenile Probation and Parole, Centralized Intake, and Transitional Living Specialist. Subsections 2.1 through 2.5 detail the specifics of each new employee training module. Appendices C, D, E, F and G detail the current course agendas for each module.

New employee training consists of lectures, PowerPoint presentations, live system demonstrations and hands-on exercises. All trainees are expected to review a pre-training guide that is distributed no later than two weeks prior to their scheduled training session. This pre-training guide contains basic concepts used throughout the CAPS systems and is intended only as an introduction to CAPS, helping workers to gain an understanding of the functional foundation on which the CAPS system is built. Appendix H contains the pre-training guide that trainees received during the 2011 training year and will continue to receive during the 2012 training year.

Training exercises are entered into a training database, which allows trainees the freedom to practice without the worry of making errors that can't be easily corrected. The CAPS trainer continues to develop and maintain both training databases, providing trainees with more realistic case history and scenarios. The training databases, and the exercises that trainees complete, are constantly updated to reflect any changes made to CAPS system functionality.

The information presented in lecture format is enhanced with both PowerPoint and, occasionally, "live" system demonstrations. The ability to disseminate information both verbally and graphically allows the trainer to make a more dynamic presentation by showing trainees actual screen layouts and functionality, along with specific case data.

Workers attending the new employee training sessions are provided with a training guide that is specific to the module they are attending as well as a keyboard template that identifies the unique keyboard functions used in the CAPS system.

The new employee training sessions continue to be a successful and integral part of CAPS system training. With a combination of lectures, hands-on exercises, worksheets, educational games, and activities, the training sessions present CAPS system information in a manner that is easily assimilated and applicable to all adult learning styles.

2.1 Child Protective Services (CPS) Specialist

Eight CPS Specialist training sessions were conducted in 2011. Sessions that were scheduled in March, July and September were canceled. The March session was canceled so abbreviated CAPS training could be conducted via WebEx for office locations transitioning to the “one worker one case” model. The July session was canceled due to lack of registrations. The September session was canceled so workers could attend regional SAMS (Safety Assessment and Management System) training. All eight sessions were held in the DPHHS Training Center in Helena. These sessions were intended for CPS Specialists and the administrative staff who assist them. There were a total of 56 workers who attended these training sessions. CPS Specialist training sessions lasted four days. During these sessions, specific policy was not addressed.

There are twelve CPS Specialist training sessions scheduled for 2012. These training sessions are scheduled once each month.

2.2 Juvenile Probation and Parole

No juvenile probation and parole training sessions were conducted in 2011. These sessions are intended for juvenile probation officers, parole officers, institution staff and the administrative staff who assist them. Juvenile probation and parole training sessions last for two days. During these sessions, specific policy is not addressed.

For 2012, juvenile probation and parole training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an “as requested” basis. This is due to the fact that juvenile probation and parole no longer use the CAPS system for the majority of their case management data entry. These workers do continue to use the CAPS system for entry of any paid placements, payable services, and payment approvals.

2.3 Provider Licensing

Three provider licensing training sessions were conducted in 2011. One session that was scheduled in November was canceled due to lack of registrations. All three sessions were held in the DPHHS Training Center in Helena. These sessions were intended for all provider licensing workers (foster care, adoption and community residential) and the administrative staff who assist them. There were a total of eight workers who attended these training sessions. Provider licensing training sessions lasted two and one half days. During these sessions, specific policy was not addressed.

For 2012, provider licensing training sessions have been scheduled once every three months for a total of four sessions throughout the year. Provider licensing training sessions are scheduled for February, May, August and November.

2.4 Centralized Intake

No Centralized Intake training sessions were conducted in 2011. These sessions are intended specifically to focus on the areas of the system used by Centralized Intake Unit staff.

Centralized Intake workers do not have update access to the majority of the CAPS screens and, therefore, it is unnecessary to have them attend the entire regular CPS Specialist training session. Centralized Intake training sessions last for one and one half days. During these sessions, specific policy is not addressed.

For 2012, Centralized Intake training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an “as requested” basis as new workers in the unit are hired and training is needed.

2.5 Transitional Living Specialist

Two Transitional Living Specialist training sessions were conducted in 2011. These sessions were held in the DPHHS Training Center in Helena. These sessions were intended for all Transitional Living Specialist and supervisor staff within DPHHS and the tribes. There were five workers who attended these training sessions. Transitional Living Specialist training sessions typically last one and one half days and specific policy is not addressed.

For 2012, Transitional Living Specialist training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an “as requested” basis as new workers are hired and training is needed. It is anticipated that, since the Department has contracted transitional living services to outside agencies, future Transitional Living Specialist training sessions will no longer be needed/requested.

2.6 Tribal Workers and Central Office Workers

Tribal workers and central office workers who desire training are invited to attend any training session that pertains to their area of expertise. Requests have been made in the past to design training sessions geared specifically toward certain areas of the system for central office staff and the CAPS trainer will continue to make every effort to meet the training needs of these groups.

2.7 Ergonomics Training

Joe McAnally, Safety and Security Officer with DPHHS, has continued to provide a 30-minute presentation on office ergonomics at all new employee training sessions (with the exception of juvenile probation and parole) where his schedule allows. Trainees are shown proper workstation setup, along with information on how to properly sit and use the computer ergonomically. Trainees are presented with information on carpal tunnel syndrome and different methods to avoid it, such as exercises, micro-breaks and working breaks. Trainees are also provided with handouts to take back to their office, along with information on how to request an evaluation of their personal workstation. As the Security Officer, Joe also informs workers that he is the individual they would most likely be working with should they encounter a security

problem on the job. Ergonomics training is scheduled to continue during new employee training sessions throughout 2012.

2.8 Data Quality Training

During 2011, data quality training was provided during a few CAPS training sessions. Lou Walters, DPHHS CAPS Liaison, presented this training. Both the CAPS trainer and DPHHS Central Office staff believe it is important for all system users, not only new employees, to understand how the information they enter into the CAPS system is used. Several examples are provided that show the importance of timely and accurate case information entry and how that information is used by supervisors, regional administrators, central office administration and in both state and federal reporting. Data quality training is scheduled to continue during new employee and advanced training sessions throughout 2012.

2.9 Specialized Training

During 2011, six specialized training sessions were conducted and specialized training materials were created for three enhancements to the CAPS system and one new Central Office hire. Specialized training sessions are scheduled when certain groups of workers, who do not need to attend a regular training session, require training on certain areas of the CAPS system. Subsections 2.9.1 through 2.9.5 provide information on these sessions/materials.

2.9.1 One Worker/One Case Transition Training

In March, 2011, six specialized training sessions were conducted for the transition to the “one worker one case” model. These sessions were offered to employees who were in need of a refresher on specific CAPS screens for intake or intervention. These sessions were conducted via WebEx so workers could dial in and attend the training from their own office. Three sessions were conducted (March 15, March 17, and March 22) on CAPS screens related to intake, and three sessions were conducted (March 15, March 17, and March 21) on CAPS screens related to intervention. Each session was scheduled for 3 ½ hours and allowed enough time to cover the necessary screens and provide answers to questions. The number of workers who attended these sessions is unknown, as some offices set up one connection in a conference room so they could all be together to receive the training.

2.9.2 ACTD (Activity Detail)/ACT2 (Activity Detail 2)

Training materials were created, and placed on the training website, for changes made to the ACTD (Activity Detail) screen. A new screen (ACT2 – Activity Detail 2) was created essentially making ACTD pageable, so workers could continue with their comments/notes regarding a specific activity, allowing them to add as many pages of comments as necessary.

2.9.3 Native American Foster Family Information

Training materials were created, and placed on the training website, for changes made to the FACD (Facility Detail) screen. The Daycare Information section at the bottom of the screen was

replaced with a new Native American Foster Family Information section. This was implemented so licensing workers could enter any known Native American affiliation details for kinship, foster, guardianship, and adoptive providers. A new report was also created so that this information can be extracted from CAPS on a quarterly basis.

2.9.4 RBCL (Report Background Check List)

Training materials were created, and placed on the training website, for a new RBCL (Report Background Check List) screen. This screen was created for Centralized Intake staff (and any other authorized staff) to streamline the search for substantiated referrals containing a specific CAPS ID. In the past, background checks were done on the RRRL (Report/Request List) screen. However, when a CAPS ID was entered, all reports containing that ID would be displayed and the worker conducting the search had to look through each individual referral to determine which ones, if any, contained substantiations. RBCL will only display referrals that contain substantiations, eliminating the need to search through, in some cases, numerous unsubstantiated referrals.

2.9.5 Transitional Living Services – New Central Office Hire

In August, 2011, Central Office hired a new Chafee Project Manager to oversee the grant monies involved with the transitional living program. Training materials were created for this worker that covered the following: how to search for/add persons, how to search for/select providers, how to add payable/non-payable transitional living services, and how to add activities. Detailed information was also provided on each transitional living service code, how each service code is to be used, and reference to the federal regulation.

2.10 Advanced Training

One advanced training session (CPS Specialist) was held during the 2011 training year. Two scheduled sessions for CPS Specialists and three scheduled sessions for provider licensing were canceled due to lack of registrations. A total of two employees participated in this session. This advanced training session was one day and covered a wide variety of system issues. There are six advanced training sessions scheduled during 2012. Advanced CPS Specialist and provider licensing sessions are scheduled in March, June and September.

2.11 Regional Policy Meetings

The CAPS trainer was not asked to provide CAPS training information during regional policy meetings in 2011. Regional policy meetings were canceled and substituted with SAMS (Safety Assessment Management System) training for all employees. If requested by the Department, the CAPS trainer would be available to provide additional CAPS information during the regional policy meetings in 2012. There are two very good reasons why participating in the regional meetings would be valuable:

- All employees are required to attend a regional policy meeting, so providing the option of receiving some advanced or “refresher” system training during this time eliminates the need for additional travel for staff.

- Because most of the data entry made into CAPS is directly tied to policy and federal reporting requirements, this provides an opportunity to make those ties more apparent and to stress the importance of timeliness of entry and information quality.

A question related to CAPS information being presented during the regional policy meetings was included in this year's survey. Please refer to Section 5.8 for additional information.

2.12 DPHHS Training Center/CFSD Training Center

All 2011 CAPS training sessions were conducted in the DPHHS Training Center at 2800 Airport Road in Helena, with the exception of the "one worker one case" training sessions which were conducted via WebEx. The DPHHS Training Center includes two separate (one small and one large) training rooms, with a "break room" divider in between. This allows two training sessions to be conducted at the same time without either interrupting the other session. This location is ideal for those training sessions that require workers to log on to computers for hands-on practice in the training database environment. There have been occasions for certain specialized training sessions where there were not a large number of participants or hands-on practice was not necessary. In these situations, sessions have been held in Northrop Grumman, or other State office, conference rooms.

One major concern regarding the DPHHS Training Center continues to be the lack of air conditioning. This becomes an even bigger issue when there are two training sessions taking place, as it is necessary to close the door to the small (north side) training room. The combination of computers, laptops, projectors and several participants in a room with no air conditioning makes the learning environment almost unbearable at times. The Department has been very helpful in supplying fans and swamp coolers for the rooms but, often, these aren't enough. There is no water supply immediate to the training room and many of the rollers are broken, making filling the swamp coolers a painstaking and time-consuming process. It continues to be the recommendation of the CAPS trainer for the Department to consider installing a small window unit in the north side training room to help remedy the situation.

The CAPS trainer would like the Department to consider purchasing a small microwave and "dorm style" refrigerator for use by training participants. Often, trainees bring leftovers from lunch back to the training room, they bring their own beverages, or they wish to eat lunch in the training room, and there is no way to heat items or store leftover food items. It would be the responsibility of the CAPS trainer to ensure that the refrigerator and microwave are cleaned out regularly during scheduled CAPS training dates.

The CAPS trainer would like the Department to consider placing a bottled water unit in the training room. Currently, there is only a wall drinking fountain in the hallway of the training facility. This water is not very cold and does not taste very good. Providing something as simple as a cold glass of fresh water goes a long way in ensuring the satisfaction of training participants.

During 2012, all training sessions from January through March and October through December will be held in the DPHHS Training Center. All training sessions from April through September,

however, have been relocated to a training room in the Child and Family Services Central Office building at 301 S. Park Avenue in Helena. The training room will be located on the 5th floor of the building. This was done to accommodate User Acceptance Training/Testing (UAT) on the new CHIMES-EA system. UAT will be using both training rooms at the DPHHS Training Center during this time. One positive of the new location will be the availability of air conditioning during the summer months. One negative is the lack of available parking at the S. Park building. The CAPS trainer acknowledges there is nothing the Department can do about the parking situation, so the CAPS trainer will be sure to make all training registrants aware of the lack of parking, so they can plan accordingly.

It is the understanding of the CAPS trainer that the Department is going to set up the training room as close to the existing set up at the DPHHS Training Center as possible. The following table contains the items necessary for each training session, and who is expected to provide each item:

ITEM:	RESPONSIBILITY OF:
Computers/Laptops (with CAPS, DocGen and OPM access) *if laptops, regular keyboard and mouse would be appreciated	Child and Family Services
Additional workstation space for training materials	Child and Family Services
Chairs	Child and Family Services
Access to printer (if workers need to print items while training)	Child and Family Services
White Board/Pens or Easel/Paper/Pens	Child and Family Services
Extension cord with surge protector (for trainer laptop/projector)	Child and Family Services
Movable cart (for trainer laptop/projector)	Child and Family Services
Location to place refreshments (coffee/tea, pots, supplies)	Child and Family Services
Break room area for training participants to go during breaks	Child and Family Services
Trainer Laptop and Projector	CAPS Trainer
Refreshment supplies (coffee/tea, pots, cups, etc)	CAPS Trainer
Training materials (guides, handouts, keyboard templates, etc)	CAPS Trainer

The Child and Family Services training facility/equipment will need to be available for CAPS training sessions currently scheduled as follows:

CPS Specialist	April 16 – 20
Provider Licensing	May 9 – 11
CPS Specialist	May 14 – 18
Advanced CPS Specialist/Provider Licensing	June 6 – 7
CPS Specialist	June 11 – 15
CPS Specialist	July 23 – 27
CPS Specialist	August 20 – 24
Provider Licensing	August 29 – 31
Advanced CPS Specialist/Provider Licensing	September 5 – 6
CPS Specialist	September 19 – 21

All other “as requested” training sessions will be scheduled if the room/equipment is available.

3 COMMUNICATION TECHNIQUES

Several methods are used to disseminate information to CAPS system users. All have their benefits and their continued use is recommended. These methods are outlined in sections 3.1 through 3.5

3.1 Online Field and Screen Help

The DPHHS CAPS Computer Systems Specialist and the DPHHS CAPS Business Analyst update the CAPS online field and screen help. The need for updating both field and screen help continues, as this method serves as an immediate help to the worker filling out the screen. It is a valuable tool for workers who may not have received training on a recent change or enhancement. Field and screen help, if kept current, will continue to be a necessary communication technique.

3.2 Main Menu Update Field

Workers can access information about major updates, changes and critical system issues through the help field on the Main Menu screen. This field has proven to be a very useful way of notifying CAPS system users of changes to screens, functions or procedures in CAPS, and allows for a location to maintain this information over a period of time. Placing these updates directly on the CAPS Main Menu ensures that all workers have access to information about these changes. The Main Menu update field contains a short history of recent system changes, and allows workers to access the information quickly and easily. The Main Menu update field is discussed in new employee training sessions and reminders about this important feature are also made during advanced and specialized training sessions.

3.3 Outlook E-Mail Notifications

When major system changes are implemented, the DPHHS CAPS Computer Systems Specialist or the DPHHS CAPS Business Analyst typically sends out a brief e-mail to all affected staff. These messages detail the changes and direct workers to the Main Menu notification field or the CAPS training website for further information.

3.4 CAPS Training Website

Workers can access details about CAPS training, the CAPS system, and other information using the CAPS training website. Currently, the only drawback to the training website is that it is inaccessible (due to firewall issues) to any workers who are not part of the State network. This includes tribal workers and contract staff. In the past, this hasn't been a significant issue, but it is one that continues to present itself on occasion.

The CAPS training website currently contains the following information:

- CAPS Training Schedule – workers can see all scheduled training sessions for the year and whether sessions have been canceled. Workers can register for training sessions electronically using an e-mail link that is provided.
- E-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.
- Training Documentation – includes updated training guides and training handouts for CPS Specialists, provider licensing workers, juvenile probation and parole workers, Centralized Intake workers and Transitional Living Specialists. Also included are the in-state and out-of-state provider rate lists and a list of all CAPS service code definitions.
- Alphabetized Screen Guides – includes a color screen print, a brief description, and field-by-field details of each screen in the CAPS system.
- Categorized Report Guides – includes a screen layout of different reports produced by CAPS and the extract criteria used by each report.
- The most recent Training Needs Assessment Survey – includes the ability to electronically submit the survey response directly to the CAPS trainer, and a location to post the results of the survey and the annual needs assessment document submitted to the Department.
- System Enhancements – includes training information on major enhancements made to the CAPS systems. Information may include documentation, screen prints, PowerPoint presentations or Captivate demonstrations (for additional information on Captivate, see section 3.5.)
- Links to other websites – currently included are the State of Montana website, Public Assistance Toolkit, Public Health and Human Services, Child & Family Services, Corrections, Public Assistance, Child Support, the State Employee Phone Directory and the TEAMS training website.

3.5 ELearning (Computer-Based Training/Captivate)

Using a tool called Captivate, the CAPS trainer can “record” a process as a computer-based demonstration and add notes or comments. This demonstration can be e-mailed to workers and/or placed on the training website. Workers can watch a demonstration of the process in “full motion”. This tool is a very effective training method, and adds much more than documentation alone. Workers can view the demonstration as many times as needed – pausing, rewinding, or forwarding as necessary. ELearning presentations allow for basic classroom-type training without the classroom. In the past, these Captivate demonstrations have been more “presentation” in nature and have not included any worker interaction. However, Captivate does have the capability to include questions and/or exercises that the workers could complete after viewing the presentation. This would be a very informal process (not graded), but would allow the worker to gauge his or her own understanding of the material being presented.

4 INFORMATION GATHERING TECHNIQUES

Several techniques are used to gather information for both the annual Training Needs Assessment and the continuous development and delivery of CAPS system training. These techniques are outlined in sections 4.1 through 4.4.

4.1 Help Desk Calls

The CAPS Help Desk staff is in constant communication with the field workers. Therefore, they are an invaluable resource to help the CAPS trainer determine the trouble spots among the workers. This information helps the trainer determine what topics need additional emphasis in new employee training sessions. In preparation for the advanced and regional policy training sessions scheduled for the 2012 training year, the CAPS trainer will gather current information from the Help Desk and suggest these topics as possible training agenda items to the Department.

4.2 Tracker

All problem reports that are called into the CAPS Help Desk are recorded in a database called Tracker. Tracker is another excellent resource to help the CAPS trainer determine any specific areas throughout the systems that need additional focus. Quite often, the issue is not a system problem at all, but a misunderstanding of a process or a request for clarification on the correct procedures for performing certain system functions. Areas that appear to have prevalent problems may also be suggested to the Department as possible agenda items for the advanced and regional policy training sessions.

4.3 Training Evaluations

Training evaluations help the CAPS trainer structure the training to meet the needs of the workers attending the sessions. These evaluations are also used as a checkpoint for the current state of training, providing the CAPS trainer with pertinent information.

Training evaluations are distributed to all workers attending either new employee or advanced CAPS training sessions. The evaluation for new employee sessions includes a “pre-training” evaluation question. Before the start of each training session, workers are asked to identify what they expect to learn or do differently than they do presently with regards to the CAPS systems. At the end of the session, workers are then asked to gauge how the course compared with their original expectations. Workers are also asked to identify their “comfort level” with each section covered during their specific training session, and if they feel they will be able to use the information immediately upon returning to their office. They are given the choices of “Yes”, “Yes with Support” or “No”. General comment space is also provided to give workers a place to identify how a particular section might be improved with regards to the lecture, PowerPoint presentation, the training materials or the hands-on exercises. The new employee CAPS training evaluation form can be found in Appendix A.

Because the agenda for advanced training sessions varies, the standard evaluation form used in the new employee training sessions does not apply. Rather than being asked to comment on each section, workers are asked to comment on the usefulness of the topics chosen, the time allotted to each topic, the usefulness of any handouts or documentation, and to give a “grade” to the training session. This evaluation form helps the CAPS trainer to adjust the advanced training sessions as necessary, based on the comments provided by workers attending those sessions. The advanced CAPS training evaluation form can be found in Appendix B.

4.4 Training Needs Assessment Survey

In January of 2012, the Training Needs Assessment Survey was posted on the CAPS training website. The DPHHS CAPS Computer Systems Specialist sent notification of the survey via e-mail to DPHHS-CFSD workers in all regions, tribal social services workers, and Central Office workers. Workers were given two weeks to complete the survey and return it electronically to the CAPS trainer. Workers were also provided with a hard copy of the survey in the event that they were unable to access the training website, or their preference was to return a paper survey.

Section 5 details the responses for the questions posed on the 2011 Training Needs Assessment Survey. Please note that some questions allowed for more than one response.

5 2011 TRAINING NEEDS ASSESSMENT SURVEY

The following section details the questions that were asked in the 2011 Training Needs Assessment Survey along with the responses that were received.

It is estimated that approximately 428 workers who use the CAPS system were invited to complete and return a survey. This year saw, once again, a very good rate of return with a total of 110 responses. This constitutes a return of 26%.

Survey response totals by **AGENCY AFFILIATION**:

Child Protective Services (Field Staff)	96
Child Protective Services (Central Office)	10
Tribal Social Services/Contractor/Other	4

Survey response totals by **STAFF TYPE**:

Administrative Support	12
Case Aid	2
Centralized Intake	1
Central Office (all staff)	10
CPS Specialist	57
Family Group Conference Coordinator	2
Fiscal Officer	2
Licensing Worker	14
Other	0
Permanency Plan Specialist	0
Program Assessment Specialist	1
Regional Administrator	0
Supervisor	9
Transitional Living Specialist	0

Survey response totals by **PHYSICAL LOCATION** (percentage is based on estimated number of workers in each region):

REG 1	REG 2	REG 3	REG 4	REG 5	CO	TRIBAL
17	12	19	21	28	10	3
16%	11%	17%	19%	25%	9%	3%

Survey response totals by **YEAR OF HIRE**:

Prior 2007	2007	2008	2009	2010	2011	2012
57	5	10	3	11	23	1

5.1 Survey Question #1

Do you know how to register for CAPS training sessions?

One hundred-two (93%) workers responded that they did know how to register for CAPS training sessions. Eight (7%) workers responded that they did not know how to register for CAPS training sessions.

5.2 Survey Question #2

Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?

Ninety-four (85%) workers responded that they did receive CAPS system training within six months of their hire date. Sixteen workers (15%) responded that they did not receive CAPS system training within six months of their hire date.

5.3 Survey Question #3

How long do you feel a worker should be at their job prior to attending CAPS training?

Sixty-two (56%) workers responded that they felt someone should attend CAPS training within 1 week – 1 month of their hire date. Thirty-seven (34%) workers felt someone should be at their job 1 month – 2 months, eight (7%) workers felt someone should be at their job 3 months – 4 months and three (3%) workers felt someone should be at their job 5 months – 6 months prior to attending CAPS training.

The CAPS trainer believes workers should have an appropriate amount of time on the job prior to coming to CAPS system training. This allows them to obtain a feel for what their job entails so they are better able to relate their job tasks to the specific areas of the CAPS system. There is no set definition of “appropriate amount of time”, however, there have been instances when workers have attended training within the first week or two of hire and the CAPS trainer believes this is too soon. While it is never too late to receive training, the CAPS trainer also believes that workers should attend training within the first one to two months of hire. This allows them to learn how to enter data into the system the correct way and avoid learning bad habits or obtaining inaccurate information about how to enter data from other resources.

5.4 Survey Question #4

Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?

Eighteen (16%) workers responded that they have requested training on additional programs. Ninety-two workers (84%) responded that they have not requested training on additional programs. Twenty (18%) workers responded that they have utilized available training on other programs while 90 (82%) workers responded that they have not utilized available training on other programs.

For this question, workers were given the opportunity to list any items/programs that they would like to receive training on. A list of these items/programs can be found in Appendix I.

5.5 Survey Question #5

Refresher CAPS system training sessions offer workers an opportunity to receive hands-on, in-person training on all recent CAPS changes. Workers have the opportunity to practice working with the changes in a safe, training environment. Refresher training sessions also offer workers the chance to discuss any specific system issues that they need assistance with at that time. All employees are offered this one day CAPS system training at three different times per year. Have you ever attended a CAPS refresher training session?

Fifteen (14%) workers responded that they have attended a CAPS refresher training session. Ninety-five (86%) workers responded that they have never attended a CAPS refresher training session.

5.6 Survey Question #6

During 2011, refresher CAPS system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):

For this question, workers were given seven factors, as well as an option of “other” if one of the listed factors did not apply. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses, are identified in the table below:

Did not receive notice ongoing/advanced CAPS sessions were being offered.	13
My request to attend was not approved by management.	2
The distance to travel is too far.	21
The material being covered in the sessions is not what I need.	15
I don't feel that I need advanced system training.	32
The dates that the sessions are offered are not convenient.	14
I don't use CAPS.	0
Other.	30

A complete list of comments from workers who selected “other” or made general comments regarding advanced CAPS training sessions can be found in Appendix J.

5.7 Survey Question #7

If your office is moving towards “one worker one case” if abbreviated CAPS training was to be offered on just intake or just ongoing information, would you be interested in this training?

Forty-four (40%) workers responded that they would be interested in attending a split CAPS training session on just intake or just ongoing screens. Sixty-three (57%) workers responded that

they would not be interested in attending a split “intake only/ongoing only” CAPS training session. Three (3%) workers responded that, due to their job title, the transition to one worker one case does not affect them.

5.8 Survey Question #8

When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during annual policy training?

One hundred-one (92%) workers responded that they would like to see CAPS system changes co-presented during annual policy training, if policy changes affect CAPS system use. Nine (8%) workers do not want CAPS system information co-presented during annual policy training.

5.9 Survey Question #9

When you experience CAPS system issues/problems, who do you contact or where do you go for help? (CHECK ALL THAT APPLY):

For this question, workers were given nine points of contact for receiving assistance when they run into system problems or have questions regarding system functionality. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses, are identified in the table below:

A co-worker.	74
My supervisor.	46
CAPS Help Desk.	107
CAPS Computer Systems Specialist.	19
CAPS Liaison.	7
CFSD Program Office.	2
CAPS Training Guide.	44
CAPS Training Website.	14

5.10 Survey Question #10

When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?

For this question, workers were given eight options for identifying how they attempt to correct data errors in the CAPS system. Workers were given the option of selecting multiple options, if appropriate. The listed options, along with their total number of responses, are identified in the table below:

Try to correct the problem myself.	77
Ask a co-worker for help correcting the problem.	45
Ask my supervisor for help correcting the problem.	52
Call the CAPS Help Desk for help correcting the problem.	100
Call the Central Office policy expert for help correcting the problem.	6
Call Margaret Jennings-Jeffrey for help correcting the problem.	10

Ignore it if the error was caused by another worker – it's not my problem	0
Ignore it unless it is causing me to not be able to enter other information.	3

5.11 Survey Question #11

Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?

Eighty-eight (80%) workers responded that they were aware of how the information that they enter into the CAPS system is utilized. Twenty-two (20%) workers responded that they have not been informed, or were not aware, of how the information they enter into the CAPS system is utilized.

5.12 Survey Question #12

Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information?

One hundred-two (93%) workers identified that they felt knowing how the information that they enter into CAPS is utilized is important. Eight (7%) workers felt that it was not important for them to know how the information that they enter into CAPS is utilized.

As part of this survey question, workers were also invited to make any comments regarding why they felt knowing how the information they enter into the CAPS system was or was not important. These comments can be found in Appendix K.

5.13 Survey Question #13

Do you know which screens and data in CAPS affect NCANDS (National Child Abuse and Neglect Data System) reporting?

Twenty (18%) workers identified that they do know which screens and data in CAPS affect NCANDS reporting. Ninety (82%) workers identified that they do not know which screens and data in CAPS affect NCANDS reporting.

5.14 Survey Question #14

Do you know which screens and data in CAPS affect AFCARS (Adoption and Foster Care Analysis Reporting System) reporting?

Forty-five (41%) workers identified that they do know which screens and data in CAPS affect AFCARS reporting. Sixty-five (59%) workers identified that they do not know which screens and data in CAPS affect AFCARS reporting.

5.15 Survey Question #15

Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?

Thirty-one (28%) workers identified that they do know which screens and data in CAPS need to be completed when supervising an out-of-state client. Seventy-nine (72%) workers identified

that they do not know which screens and data in CAPS need to be completed when supervising an out-of-state client.

5.16 Survey Question #16

Have you been made aware of what issues have been identified as needing improvement, and how to make these improvements with your CAPS data entry for the CFSR PIP (Child and Family Services Program Improvement Plan)?

Forty-seven (43%) workers identified that they are aware of the CFSR PIP issues and how to make improvements in their CAPS data entry to address these issues. Sixty-three (57%) workers identified that they do not know the CFSR PIP issues and do not know how to improve their CAPS data entry to address these issues.

5.17 Survey Question #17

Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource.

For this question, workers were asked to rate the usefulness of the CAPS training materials that they receive during the new employee CAPS training sessions, the CAPS Help Desk, the online field and screen help they access by pressing the F1 key on a specified field in the CAPS system and the CAPS training website.

The majority of the responses received for the training manual ranged from “sometimes helpful, sometimes not helpful” to “very helpful.” For both online help and the training website, there were a large number of workers who selected “do not use” and commented that they “forgot it was there” or “didn’t realize it existed”.

With regards to the CAPS training materials, it is understandable how the materials would become less helpful over time. Due to the number of employees that receive CAPS system training, when system enhancements are made updates are not sent to those workers who received the training materials. As a result, the training materials can become outdated over time. When system enhancements are made, changes to the training materials (often accompanied by online demonstrations) are updated on the CAPS training website as soon as possible. This allows workers to access up-to-date training materials and handouts at any time, and the information can be printed directly in their own office.

The CAPS Help Desk continues to receive very positive reviews. There were no responses identifying that the help desk was “not helpful at all.” There were a few comments regarding the patience and/or knowledge of the help desk staff. However, an overwhelming majority of workers rated the help desk as “very helpful”, with a few workers adding additional comments about the excellent service they receive from the help desk staff.

It is of some concern that many workers still identify that they did not know online help or the training website existed or that they do not know how to use online help or how to access the training website. Both of these features have been available for a long time. Their availability

and functionality is mentioned during all CAPS training sessions and a link to the training website is included with every major enhancement notification that goes out to field workers.

	<i>Very Helpful</i>	<i>Sometimes helpful</i>	<i>Sometimes helpful/ sometimes not</i>	<i>Not helpful at all</i>	<i>Don't use this resource</i>
	1	2	3	4	5
Training Materials	41	42	18	2	7
	37%	38%	17%	2%	6%
Help Desk	84	18	6	0	2
	76%	17%	5%	0%	2%
Online Help	4	28	15	1	59
	4%	26%	14%	2%	54%
Training Website	7	28	18	3	54
	6%	26%	16%	3%	49%

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix L.

5.18 Survey Question #18

How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?

For this question, workers were asked to identify how much time they spend entering or retrieving information from the CAPS or DocGen systems. Times are broken down into the various staff types identified in the survey.

Staff Type	1-2h	3-4h	5-6h	6+h
Admin Support	3	6	1	2
Case Aid	1	0	0	1
Centralized Intake	0	0	0	1
Central Office	1	4	3	2
CPS Specialist	27	23	7	0
FGDM Coordinator	1	1	0	0
Fiscal Officer	0	1	1	0
Family Resource Specialist	8	5	1	0
Other	0	0	0	0
Permanency Plan Specialist	0	0	0	0
Program Assessment Specialist	0	0	1	0
Regional Administrator	0	0	0	0
Supervisor	3	5	1	0

Transitional Living Specialist	0	0	0	0
TOTAL	44	45	15	6

It is interesting to note that many workers comment that they feel they spend too much time using the computer to enter their case information and yet the majority of total workers identified that they spend less than or up to half of their work day using the system for entering or accessing information.

5.19 Survey Question #19

Currently, the CAPS training website (<http://vhsp.dphhs.mt.gov/sevp/caps/index.htm>) contains such information as the training schedule, updated training guides, screen guides, system documentation and links to other departmental websites. How often do you access the CAPS training website?

For this question, workers were given the opportunity to identify how often they access the CAPS training website for information. Several workers identified that they never use the training website and, once again, quite a few workers indicated that they were not even aware that a training website existed. This continues to be surprising, since the training website has been available for several years and workers are directed to the website for training registrations, training on enhancements and for various other system related documentation. The training website continues to hold unlimited potential for meeting the training needs of the Department. Workers were asked to identify how often they access the training website using the following scale: 1 = always access the training website; 2 = sometimes access the training website; 3 = rarely access the training website; 4 = never access the training website; and 5 = was not aware that there was a training website.

1	2	3	4	5
3	18	37	28	24
3%	16%	34%	25%	22%

5.20 Survey Question #20

Additional comments.

All workers who completed and returned a survey were invited to make any additional comments regarding any CAPS training or system issues, or if they wanted to provide additional comments to answers they had made on previous questions in the survey. These comments can be found in Appendix M.

6 PLAN FOR CONTINUOUS MONITORING

The 2011 Training Needs Assessment is not intended to provide permanent solutions for CAPS training needs. It is part of a continuous process of examining the changing needs of CAPS system users. In response to those needs, a training needs assessment will be provided annually by Northrop Grumman based on information gathering techniques similar to those used for this assessment. Training will be provided and modified based on the needs of the client, any system changes that take place throughout the year, any technological changes that have taken place in the previous year, and the projected changes for the coming year.

7 RECOMMENDATIONS

Northrop Grumman's goal for CAPS training in the year 2012 is to continue the refinement and delivery of training to new employees. The combination of lecture, PowerPoint presentation, live demonstrations, and hands-on practice that workers receive during the initial CAPS training session is the optimum training method for new employees. The opportunity to experience the "real" system in a "training" system environment, the ability to make mistakes and then learn how to avoid or fix them, the opportunity to receive personal assistance and attention, listen to abundant information, meet other CAPS system users and ask as many questions as necessary is invaluable for any individual new to a computer system. Because policy is not addressed during CAPS training sessions, workers are able to focus strictly on the system details without having to worry about also learning policy issues during that time. CAPS trainees receive, and are expected to have reviewed, a pre-training guide before attending their training session. They also receive a training manual and a keyboard template during training so they can take notes and have a follow-up resource available to them when they return to their offices. Training materials (training guides and handouts) are not generic. Each training session has training materials designed specifically to address the system needs of that particular training (for example, licensing workers will not receive the same training materials as CPS specialists.)

Detailed screen guides are being completed for each screen in the CAPS system to include a screen shot, a brief description of the screen's use and field-by-field descriptions for the screen. This is a work in progress, although the majority of screens have been completed and the information is available on the training website. Once the detailed screen guides are complete for all screens currently utilized in the various training sessions, the CAPS training guides will be modified to include these detailed screen guides. This will, essentially, provide workers with a "how to/walk through" of each screen upon returning to their office from training. As an additional help, online training modules could be created for each screen and placed on the training website, so workers would not only have the detailed instructions, but also be able to view how a screen is completed.

Another recommendation would be to create an online training module for the "system overview" section of each training module. Currently, this section takes approximately two hours to complete during classroom training as it contains all the system functionality workers need to know before using the CAPS system – logging in, navigation, how to get help, etc. An online training module could be implemented and sent to workers for them to complete prior to attending training. This would allow them to come to training with that information already learned and, potentially, eliminate the first half-day of classroom training.

The goal of the CAPS trainer is to enhance what is already working well and to make additions and/or modifications to the training program that will improve the training delivery, thereby working toward a program that is both comprehensive and which optimizes a worker's time spent in training.

The question of "how soon should I attend a CAPS training session" is something that is often asked of the CAPS trainer. Per CFSD policy, employees should attend a CAPS training session

within six months of hire. A question in this year's survey asked worker's how long they felt workers should be on the job prior to attending CAPS system training. Ninety percent of workers responded that they felt CAPS system training should occur between one week and two months of hire. The CAPS trainer believes that, ideally, training should definitely occur sooner than six months. This will enable all new employees to get started "on the right foot" and prevent them from becoming frustrated by not knowing how to use the system, or learning something incorrectly because "this is the way my co-workers have always done it."

There really is a fine line between "too soon" and "too late" (although, the CAPS trainer believes it is never too late to receive training!) When a new employee attends CAPS system training is currently dictated mostly by their hire date and the dates of the next scheduled CAPS training. They must also balance time to attend CAPS training with time to attend multiple weeks of MCAN training. There have been numerous sessions where workers have attended CAPS training within days of their hire date. The CAPS trainer believes that attending CAPS training too soon is not beneficial to the worker. Most of the time, if they attend training too early, they are not yet aware of what their job entails and so they have to guess at what they really need to focus on during CAPS training. Knowing what they will be responsible for entering into the system when back in the office helps them balance the "I need to know this for information purposes only" versus "I really need to know how to do this because I am going to be entering this information."

An important item to note is that training room availability is at a premium. It is becoming increasingly more difficult to schedule (or reschedule) training sessions at the last minute or in the near future. Because the training room is "owned" by DPHHS and not just Child and Family Services, several different agencies/groups are able to schedule the use of the training facility. It is for this very reason that CAPS training sessions are being relocated to the Child and Family Services Central Office during the months of April through September. This is just something for the Department to be aware of in case there is noticeable delay in scheduling "as requested" training sessions as the equipment being utilized for CAPS training during this time is also utilized by Child and Family Services staff for case reviews. Any "special requests" for training will have to be scheduled when the room and equipment is available. CAPS training sessions for 2013 will be identified and put on the calendar in early September. The CAPS trainer is more than willing to work with the Department to schedule CAPS training sessions around other Department training, but it is not always possible to reschedule without advanced notice.

Recommendations: Northrop Grumman recommends that the current format for new employee social worker and provider licensing training sessions remain unchanged, with the exception of possibly creating an online training module for "system overview", which would potentially eliminate the first half-day of classroom training.

Northrop Grumman recommends that refresher training sessions for social workers and provider licensing workers continue to be scheduled in Helena, three times annually. The CAPS trainer will also remain available to attend and present CAPS system information during the regional policy meetings, or other Department meetings, if requested to do so by the Department. The CAPS trainer is also available to conduct refresher training sessions

or training on major system enhancements via WebEx, which allows for workers to attend without travel.

Northrop Grumman recommends that training sessions for new Juvenile Probation/Parole workers, new Centralized Intake workers and new Transitional Living Specialist workers, and other specialized groups of workers continue to be scheduled on an “as needed” basis only. The CAPS trainer will continue to make every effort to schedule sessions in a timely manner in order to avoid a lengthy delay for the workers requesting and/or needing training.

Refresher (or advanced) training sessions can be used to focus on system specifics for experienced workers, reviewing policy as it relates to CAPS, or for a Q&A session for workers to cover specific examples from their home office. Advanced system training sessions offer an excellent opportunity to cover any major system enhancements over the past year, allowing ample time to apply a strong focus to a few different areas of the system, rather than the general overview of the entire system that new employees receive during the initial CAPS training sessions.

While it is the recommendation of Northrop Grumman that advanced training sessions continue to be scheduled in Helena three times a year, due in large part to travel budget restrictions and worker’s caseloads, attendance at advanced training sessions has been minimal to non-existent over the past several years. Past advanced training sessions have often been canceled due to lack of registrations. However, Northrop Grumman believes that everyone benefits from additional system training, especially on system changes or additions. Training sessions conducted in Helena could be used specifically for Q&A and specific case examples for workers who attend those sessions. Training on system changes or additions, however, could also be accomplished through the use of Captivate demonstrations and additional training materials on the training website. This would not only allow workers to review the changes in their own offices in a timely manner and on their own time schedule, but would also encourage workers to use the training website on a more regular basis.

Some workers commented in their survey response that they would like to attend advanced training but felt travel to and from training for one day was cost prohibitive. Presenting training via WebEx would also alleviate the need for travel and workers could attend all or part of a session, as their schedule permitted.

It is the understanding of the CAPS trainer that the Department has updated its policy to require employees to attend an advanced training session if they have received CAPS system training within the past five years, or to attend a regular CAPS training session if their original CAPS training was more than five years ago. The CAPS trainer believes this is a positive move by the Department. This will enable all Department employees to receive training on a regular basis without having the conflict of wanting to receive more training but not wanting to neglect their caseload. Several workers commented in the training survey that they would love to receive additional training, but just do not feel they can ask for time away from the office.

The DPHHS Program Bureau has also requested, in the past, that CAPS system training be included in the regional policy training agenda. Attendance at one of the regional meetings is required for every Child and Family Services Division (CFSD) employee. The addition of CAPS training during these meetings would be very appropriate since many changes to the CFSD policy require changes to the CAPS system and the data that workers are required to enter into the CAPS system. By including a CAPS system training session in the regional policy meetings, this would also eliminate additional travel and time away from the worker's office, and provide a guaranteed audience for important system training issues and/or data quality issues. Currently, CFSD policy recommends that workers attend CAPS training every five years. There have been suggestions on the training survey that workers receive additional CAPS system training at least once per year and since workers are required to attend these policy meetings, including CAPS to the agenda would address this suggestion.

Recommendations: Northrop Grumman recommends that the agenda for advanced training sessions in Helena be reserved for Q&A and specific case examples for workers attending those sessions.

Northrop Grumman also recommends that the Department consider allowing advanced training sessions to be conducted via WebEx, allowing more employees to attend and eliminating travel costs.

Northrop Grumman recommends that the training website be used as the main avenue for disseminating information and training on any system changes that occur during the year. The CAPS trainer will continue to make every effort to ensure that all training materials (training guides, Captivate demos, etc) are updated as soon as possible after a change is migrated to production. Use of the training website as a way to obtain information regarding system changes, and the time workers spend accessing this information, would need to be strongly supported by the Department.

Northrop Grumman recommends the Department strive to enforce the requirement for employees who have received CAPS training within the last five years to attend an advanced training session and to a requirement for employees who have received CAPS training more than five years ago to attend a regular CAPS training session. However, Northrop Grumman also recognizes that, due to budget constraints and worker caseloads, this may not be possible.

Northrop Grumman recommends that CAPS system training continue to be considered as an option during the annual regional policy meetings. Conducting training during this time would alleviate travel budget concerns for the Department and would keep all workers "up to speed" on any system changes or areas that have been identified as "problem spots" for timely and accurate data entry.

Lou Walters, CAPS Liaison with CFSD, has attended new employee training sessions in the past to talk with workers about the importance of timely and accurate data entry. Central Office representation at CAPS training sessions during 2011 was conducted on a semi-regular basis and the CAPS trainer believes it is important for the Department to be involved in each training

session for a couple of reasons. First, it is helpful for workers to hear about the importance of timely and accurate data entry from someone other than the CAPS trainer and, second, it is important for workers to hear that the information they enter into the system is used by other workers and the different ways that information is used. Too often, workers do not know how the information that they are entering into the CAPS system is used for state and federal reporting purposes and, if they are made aware of this, it makes it much easier to understand the importance of entering all the data the Department is asking them to enter. It is the hope of the CAPS trainer that data quality training will continue throughout the 2012 training year.

New employees attending social worker and provider licensing training sessions continued to receive Ergonomics training during 2011. This training is presented by Joe McAnally, Safety and Security Officer for DPHHS. The training includes a PowerPoint presentation on health issues caused by computer overuse, including Carpal Tunnel Syndrome. Workers also receive a handout that shows an ergonomically correct workstation setup. Workers have the option of working directly with Joe in setting up a workstation evaluation in their own office. Because Joe is also the Security Officer, workers have the opportunity to meet the person they would most likely be dealing with in case of threats or other security issues back in their office. Ergonomics training has been scheduled during all regular training sessions in 2012, typically on Friday mornings. This training lasts approximately 30 minutes.

Recommendations: Northrop Grumman recommends that a Central Office representative continue to provide a brief presentation on the importance of timely and accurate data entry, and how the data that workers enter into the CAPS system is used in reporting, during all new employee training sessions.

Northrop Grumman recommends that Ergonomics training continue to be presented during all new employee training sessions.

The 2012 CAPS training schedule was added to the CAPS training website. Workers have the ability to register for upcoming training sessions directly from the website. An e-mail message is automatically generated to the CAPS trainer identifying who the worker is and the dates of training they wish to attend. Workers can also register for training by contacting the CAPS trainer directly via phone or e-mail. Training confirmation letters and pre-training guides are mailed to registered workers approximately two weeks prior to their scheduled training session. An announcement of each training session is also distributed via e-mail one month prior to a scheduled training session. The DPHHS CAPS Business Analyst or the DPHHS CAPS Computer Systems Specialist sends these announcements. All regularly scheduled training sessions in 2012 for the periods of January through March and October through December will be held in the DPHHS Training Center, 2800 Airport Road, in Helena. All regularly scheduled training sessions in 2012 for the period of April – September will be held in the Child and Family Services Training Center, 301 S. Park Avenue, in Helena.

Recommendations: Northrop Grumman recommends that the CAPS training schedule continue to be available on the CAPS training website, that training announcements continue to be sent one month in advanced of the scheduled training date, and that training

confirmation letters and pre-training guides continue to be mailed to each participant two weeks prior to their scheduled training session.

Currently, the CAPS training website makes updated system documentation immediately available to all workers. Items on the website currently include: training manuals, training handouts, screen guides, training schedule, training needs assessment survey and document, links to departmental websites, and e-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.

The CAPS trainer continues to update screen guides whenever systems changes occur and these updates are made available on the training website as soon as possible. Work continues to be done to create a document for each screen in CAPS that will walk the workers through every field on the screen identifying what information goes there, where information comes from (if defaulted from another location) and general details on how to complete each field, rather than the current format of a static screen print with a brief description of the screen. Screens that are already completed will be added to the training website in the near future and additional screens will be added as the documentation is completed.

This information has been used to provide workers with individual “how to” guides, but it is also the goal of the CAPS trainer to include these detailed screen guides in the training materials that are distributed in new employee training sessions. This will provide workers with more detailed “step-by-step” procedures when they return to their office after training.

Recommendations: Northrop Grumman recommends that the CAPS training website continue to be used as the central location for all CAPS related training and system documentation and that the items identified above and throughout the training survey are added as time allows for development and implementation.

Northrop Grumman recommends that the Department research options that will allow workers outside the state firewall (tribal social services and contract staff) to access the CAPS training website so that the website is a resource for all employees who use the CAPS system.

Workload, time, and budget constraints are often the culprit to blame for workers not being able to attend an “in person” training session. However, if system updates and more interactive materials are added to the training website in a timely manner, CAPS system training is included as part of the required annual policy meetings, and workers begin to be required to attend either an advanced training session or go back through a regular training session, this will address both issues of communicating changes timely and effectively and ensuring that workers receive exposure to a classroom-type training session on a regular basis. It is Northrop Grumman’s goal to continue to provide CAPS system users with a positive training experience that facilitates learning, regardless of the method used.

APPENDIX A – CAPS TRAINING EVALUATION

TRAINING DATE:	HIRE DATE:
TITLE:	COUNTY/JUD DIST:

As the CAPS trainer, it is my goal to provide you with the highest quality training possible. Please help me by completing the following questions:

- During this training, what do you expect to learn or be able to do differently than you do presently?

- The following sections were covered during the course of this training. Use the chart below to indicate if you feel you would be able to use the concepts/screens associated with each section immediately when you return to your desk:

SECTION	YES	YES, WITH SUPPORT	NO	COMMENTS
System Overview				
Report/Referral				
Client Setup				
Provider Info				
Permanency Plan				
Services				
Maintenance				
Interfaces				
Payments				
Trust Accounts				

-
3. Name one (or more) item(s) you **liked** about the training materials and course content (binders, exercises, overhead presentation, handouts, lecture, games, etc.):

4. Name one (or more) item(s) you **would change** about the training materials and course content:

5. Name one (or more) style(s)/approach(es) the trainer used which worked effectively:

6. Name one (or more) style(s)/approach(es) the trainer used which you would like to see changed:

7. Overall, describe how this course compares with your original expectations (question#1).

8. What did you get out of this course that you did not expect?

9. Additional comments:

APPENDIX B – ADVANCED CAPS TRAINING EVALUATION

Your name (optional): _____ Date: _____

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
The topics for this advanced training were well chosen.					
The presentation was well organized.					
The handouts were helpful.					
There was enough time to discuss each topic.					
This training was worthwhile for me.					
Approximately what percentage of the information was helpful to you? (Circle one)	100%	75%	50%	25%	0%

What grade would you give the trainer(s) for today's presentation? A B C D F

What could the trainer(s) have done better?

What was the best part of today's training?

Today's topics were selected from suggestions made in the Annual Training Needs Assessment Survey. Can you think of other topics that would have been helpful? (Please list)

Any additional comments?

APPENDIX C – CPS SPECIALIST TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
 - Help Desk
- E. Screen Functions
 - Fast Path
 - Messages
 - Screen Headings
 - List/Detail concept
- F. Menus

III. REPORT/REFERRAL

- A. Searching for/Adding a Person
 - PERS Person Search
 - PERL Person List
 - PERD Person Detail
- B. Referral Intake Process
 - RRRL Report/Request List
 - CID1 Centralized Intake Detail 1
 - CID2 Centralized Intake Detail 2
 - RRD1 Report/Request Intake Detail 1
 - RRD2 Report/Request Intake Detail 2
 - RRD3 Report/Request Intake Detail 3

IV. CLIENT SETUP

- A. Initial Setup/Transfers/Security
 - AXED Assignments/Transfers Detail
 - WMSG Warning Message
 - CSLL Caseload List
 - RELL Relationship List
 - RELD Relationship Detail

- B. Building Client History
 - ADDL Address List
 - ADDD Address Detail
 - CLID Client Detail
 - ICWD ICWA Detail
 - SPND Special Needs
 - EDHL Education History List
 - MEDS Medical Summary
 - MMHD Medical/Mental Health Detail
 - MDTD Medication/Treatment Detail
 - EMPL Employment History

V. PROVIDER INFORMATION

- A. Adding a Non-Licensed/Non-Contracted Provider
 - PROS Provider Search
 - PROL Provider List
 - PROE Provider Entry
 - PROD Provider Detail
 - FSPL Facility Services Provided List
 - PTID Provider Tax Identification Detail
- B. General Provider Details/Information
 - PADL Provider Address List
 - PADD Provider/Facility Address Detail
 - PAKD Provider AKA Detail
 - PIGD Provider Information (General) Detail

VI. PERMANENCY PLAN

- A. Client/Case Assessments and Reviews
 - IARL Initial Assessment and Review List
 - IARD Initial Assessment and Review Detail
- B. Permanency Plan Hearing Information
 - PPHL Permanency Plan Hearing List
 - PPHD Permanency Plan Hearing Detail

VII. SERVICES

- A. Non-Payable Services and Removals
 - SERL Services List
 - SERN Services Detail Non-Payable
 - CREI CPS Removal Eligibility Information
- B. Court Events and Dispositions
 - CRTL Court List
 - CRTD Court Detail

- C. Placements
 - CPHL Client Placement History List
 - PLAD Placement Detail
 - PLSH Placement Status History
 - LICH Placement License History
 - GARD Guardianship Detail
 - ADOD Adoption Detail
- D. Payable Services/Supplemental Justification/Funding Eligibility
 - SERP Services Detail Payable
 - SSJD Supplemental Service Justification
- E. In Home Services
 - SEIH In Home Services
- F. Group Services
 - GRSL Group Services List
- G. Interstate Compacts
 - ICPL Interstate Compact List
 - ICPD Interstate Compact Detail
 - ICAD Interstate Compact Action Detail
- H. Transitional Living
 - BSAS Building Skills Plan Summary
 - BSAE Building Skills Evaluation

VIII. MAINTENANCE SCREENS

- A. Caseload Management and Client/Case History Screens
 - ALER Alerts
 - ACTL Activity List
 - ACTD Activity Detail
 - ACT2 Activity Detail 2
 - AKAD Person Name AKA Detail
 - STFL Staff List
 - EVEL Event List
 - SEAL See All Client Screens
 - USMD User Maintenance Detail
 - USML User Maintenance List
 - MIPD Minors in Possession Detail
 - SPTK Supervisory Task List
- B. Notes and Document Generation Processes

IX. INTERFACE SCREENS

- A. Interface Resolution Process
 - TIRD TEAMS Interface Resolution Detail
 - SIRD SEARCHS Interface Resolution Detail
 - SIR2 SEARCHS Interface Resolution Detail 2
 - APRD Absent Parent Resolution Detail
- B. Foster Care Child Support Enforcement Referral
 - SIID SEARCHS Initial Inquiry Detail
 - CSED Child Support Enforcement Referral Detail
 - CSCD Child Support Child in Foster Care Detail
 - CSFD Child Support Father Detail
 - CSF2 Child Support Father Detail 2
 - CSMD Child Support Mother Detail
 - CSM2 Child Support Mother Detail 2
 - PRID Private Insurance Detail
- C. TANF Emergency Assistance Application
 - TIID TEAMS Initial Inquiry Detail
 - EARD Emergency Assistance Request Detail
 - EAR2 Emergency Assistance Request Detail 2
 - EAWD Emergency Assistance Services To Be Provided

X. PAYMENTS

- A. Approvals/Modifications/History
 - PAYA Payment Approval List
 - CBPL Client-Based Payment List
 - CBPD Client-Based Payment Detail
 - PAFD Payment Funding Detail
 - CLPH Client Payment History
 - CMPL Client Monthly Payment List
 - CLPD Client Payment Detail
- B. Funding Eligibility
 - CELL Client Eligibility List
 - IVEL IV-E Reimbursability List
 - IVED IV-E Reimbursability Detail
 - IVRH IV-E Reason Code History
 - MIHL Medicaid Issuance History List
- C. Provider Warrants (Checks)
 - WRNH Provider Warrant History
 - WRND Provider Warrant Detail
- D. Contracts
 - CONL Contract List

	COND	Contract Detail
	CONC	Contract Costs
E.	Overpayments	
	OPAR	Overpayment Recovery
	ORAD	Overpayment Recovery Activity Detail
XI.	TRUST ACCOUNTS	
A.	Requesting an Expenditure	
	TREL	Trust Account Expenditure List
	TAED	Trust Account Expenditure Detail
B.	Viewing Client Trust Account History	
	TAHL	Trust Account History List
	TAHD	Trust Account History Detail

APPENDIX D – PROVIDER LICENSING TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon IDs
 - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
 - Help Desk
- E. Screen Functions
 - Fast Path
 - Messages
 - Screen Headings
 - List/Detail Concept
- F. Menus

III. REPORT/REFERRAL

- A. Searching for/Adding a Person
 - PERS Person Search
 - PERL Person List
 - PERD Person Detail
- B. Referral Intake Process
 - RRRL Report/Request List
 - RRD1 Report/Request Intake Detail 1
 - RRD2 Report/Request Intake Detail 2
 - RRD3 Report/Request Intake Detail 3
 - CID1 Centralized Intake Detail 1
 - CID2 Centralized Intake Detail 2

IV. PROVIDER ENTRY

- A. Provider Setup
 - PROS Provider Search
 - PROL Provider List
 - PROE Provider Entry
 - PROD Provider Detail

- B. Licensing
- | | |
|------|------------------------------------|
| FACD | Facility Detail |
| PADL | Provider/Facility Address List |
| PADD | Provider/Facility Address Detail |
| FALL | Facility Approval/Licensing List |
| FALD | Facility Approval/Licensing Detail |
| PRPL | Provider Person List |
| PRPD | Provider Person Detail |
| CLTL | Client Types List |
| CLTD | Client Types Detail |
| PTID | Provider Tax Identification Detail |
| FSPL | Facility Services Provided List |
| PRFL | Provider/Facility List |
- C. Provider Information Details
- | | |
|------|-------------------------------|
| PRRL | Provider Rates List |
| PRPH | Provider Placement History |
| PRTL | Provider Training List |
| PRTD | Provider Training Detail |
| PRCL | Provider Contact List |
| PRCD | Provider Contact Detail |
| PBID | Provider Banking Detail |
| FASL | Facility Assessment List |
| FASD | Facility Assessment Detail |
| PREL | Provider Event List |
| FCLL | Facility Caseload List |
| PAKD | Provider/Facility AKA Detail |
| PASL | Provider Active Services List |
- D. Provider Warrant Information
- | | |
|------|--------------------------|
| WRNH | Provider Warrant History |
| WRND | Provider Warrant Detail |
- V. MAINTENANCE SCREENS
- A. Caseload Management Screens
- | | |
|------|---------------------------------------|
| ALER | Alerts |
| AKAD | Person Name AKA Detail |
| STFL | Staff List |
| AXED | Assignments/Transfers Detail |
| USML | User Maintenance List |
| USMD | User Maintenance Detail |
| MIPD | Minors in Possession Detail |
| PIGD | Provider Information (General) Detail |
- B. Document Generation and Notes Process

VI. INTERFACE SCREENS

- A. CCUBS (Child Care Under the Big Sky)
 - CCRD CCUBS Interface Resolution Detail
 - CCR2 CCUBS Interface Resolution Detail 2

VII. CLIENT DETAILS

- A. Adoption Case Management Documentation
 - RELL Relationship List
 - RELD Relationship Detail
 - ACTL Activity List
 - ACTD Activity Detail
 - ACT2 Activity Detail 2
 - IARL Initial Assessment and Review List
 - IARD Initial Assessment and Review Detail
 - PPHL Permanency Plan Hearing List
 - PPHD Permanency Plan Hearing Detail
 - CRTL Court List
 - CRTD Court Detail
 - CPHL Client Placement History List
 - PLAD Placement Detail
 - PLSH Placement Status History
 - LICH Placement License History
 - ADOD Adoption Detail
 - SERL Services List
 - SERN Services Detail: Non-Payable
 - SERP Services Detail: Payable
 - SSJD Supplemental Service Justification
 - SEIH In-Home Services
 - EDHL Education History
 - MEDS Medical Summary
 - MMHD Medical/Mental Health Detail
 - MDTD Medication/Treatment Detail

APPENDIX E – YOUTH COURT TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Help Resources
- E. Screen Functions
 - Fast Path
 - Screen Headings and Messages
 - List/Detail Concept
- F. Menus

III. PERSON/CLIENT SETUP

- A. Searching for/Adding a Person

PERS	Person Search
PERL	Person List
PERD	Person Detail
- B. Client Setup/Transfers/Client History

AXED	Assignments/Transfers Detail
WMSG	Warning Message
CSLL	Caseload List
CLID	Client Detail
RELL	Relationship List
RELD	Relationship Detail
ADDL	Address List
ADDD	Address Detail
EMPL	Employment History

IV. PROVIDER INFORMATION

- A. Searching for/Selecting a Provider

PROS	Provider Search
PROL	Provider List
PIGD	Provider Information (General) Detail

V. INITIAL ASSESSMENTS/CLOSURES

- A. Adding Reviews
 - IARL Initial Assessment and Review List
 - IARD Initial Assessment and Review Detail

VI. SERVICES/PLACEMENTS

- A. Non-Payable Services and Removals
 - SERL Services List
 - SERN Services Detail Non-Payable
 - CREI CPS Removal Eligibility Information
- B. Court Events and Dispositions
 - CRTL Court List
 - CRTD Court Detail
- C. Placements
 - CPHL Client Placement History List
 - PLAD Placement Detail
 - PLSH Placement Status History
 - LICH Placement License History
 - JJPD Juvenile Justice Placement Detail
- D. Payable Services/Supplemental Justification/Funding Eligibility
 - SERP Services Detail Payable
 - SSJD Supplemental Service Justification

VII. MAINTENANCE

- A. Caseload Management and Client/Case History Screens
 - ALER Alerts
 - AKAD Person Name AKA Detail
 - EVEL Event List
 - SEAL See All Client Screens
 - USMD User Maintenance Detail
 - USML User Maintenance List
 - MIPD Minors in Possession Detail
 - SPTK Supervisory Task List

VIII. INTERFACE RESOLUTIONS

- A. Resolving Interface Changes
 - TIRD TEAMS Interface Resolution Detail
 - SIRD SEARCHS Interface Resolution Detail
 - SIR2 SEARCHS Interface Resolution Detail 2
 - APRD Absent Parent Resolution Detail

IX. PAYMENT INFORMATION

- A. Approving/Modifying Payment Details
 - PAYA Payment Approval List
 - CBPL Client-Based Payment List
 - CBPD Client-Based Payment Detail
 - PAFD Payment Funding Detail

APPENDIX F – CENTRALIZED INTAKE TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Help Resources
- E. Screen Functions
 - Fast Path
 - Screen Headings and Messages
 - List/Detail Concept
- F. Menus

III. INQUIRY SCREENS (additional history)

These are additional screens Centralized Intake Unit staff will have inquiry (read-only) access to. Centralized Intake staff cannot modify or add information on these screens.

ADDL	Address List
ADDD	Address Detail
ADOD	Adoption Detail
CLID	Client Detail
CPHL	Client Placement History List
CREI	CPS Removal Eligibility Information
CRTL	Court List
CRTD	Court Detail
EDHL	Education History
EMPL	Employment History
EVEL	Event List
FALL	Facility Approval/Licensing List
FALD	Facility Approval/Licensing Detail
GARD	Guardianship Detail
IARL	Initial Assessment and Review List
IARD	Initial Assessment and Review Detail
ICPL	Interstate Compact List
ICPD	Interstate Compact Detail
ICAD	Interstate Compact Action Detail
ICWD	ICWA Detail

IVEL	IV-E Reimbursability List
IVED	IV-E Reimbursability Detail
LICH	Placement License History
MDTD	Medication/Treatment Detail
MEDS	Medical Summary
MIHL	Medicaid Issuance History
MMHD	Medical/Mental Health Detail
PADL	Provider/Facility Address List
PADD	Provider/Facility Address Detail
PASL	Provider Active Services List
PIGD	Provider Information (General) Detail
PLAD	Placement Detail
PLSH	Placement Status History
PPHL	Permanency Plan Hearing List
PPHD	Permanency Plan Hearing Detail
PRPL	Provider Person List
PRPD	Provider Person Detail
PRPH	Provider Placement History
RELL	Relationship List
RELD	Relationship Detail
SERL	Services List
SERN	Services Detail: Non-Payable
SPND	Special Needs Detail
SPTK	Supervisory Task Detail

IV. PERSON & PROVIDER INFORMATION

- A. Searching for/Adding a Person
 - PERS Person Search
 - PERL Person List
 - PERD Person Detail
- B. Searching for a Provider
 - PROS Provider Search
 - PROL Provider List
 - PROD Provider Detail
 - FACD Facility Detail
- C. Alias names for a Person or Provider
 - AKAD Person Name AKA Detail
 - PAKD Provider/Facility AKA Detail
- D. Searching for history on a person or provider
 - RRRL Report/Request List
 - RBCL Report Background Check List

- E. Adding activity details on a client
 - ACTL Activity List
 - ACTD Activity Detail
 - ACT2 Activity Detail 2

V. REPORTS

- A. Accessing history on referrals
 - RRRL Report/Request List
 - RRD1 Report/Request Intake Detail 1
 - RRD2 Report/Request Intake Detail 2
 - RRD3 Report/Request Intake Detail 3
- B. Adding a referral as a CI worker
 - RRRL Report/Request List
 - CID1 Centralized Intake Detail 1
 - CID2 Centralized Intake Detail 2
- C. Notes Process

VI. MAINTENANCE

- A. Caseload Information
 - CSLL Caseload List
- B. Caseload Management
 - ALER Alerts
 - STFL Staff List
 - SEAL See All Client Screens
 - AXED Assignments/Transfers Detail
- C. Worker Information
 - USML User Maintenance List
 - USMD User Maintenance Detail

APPENDIX G – TRANSITIONAL LIVING TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda.

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
 - Help Desks
- E. Screen Functions
 - Fast Path
 - Screen Headings and Messages
 - List/Detail Concept
- F. Menus

III. PERSON AND CLIENT INFORMATION

PERS	Person Search
PERL	Person List
PERD	Person Detail
CPHL	Client Placement History List
AXED	Assignments/Transfers Detail
WMSG	Warning Message
CSLL	Caseload List
CLID	Client Detail
ADDL	Address List
ADDD	Address Detail
RELL	Relationship List
RELD	Relationship Detail
EDHL	Education History List
EMPL	Employment History List
SPND	Special Needs Detail
CRTL	Court List
CRTD	Court Detail
ACTL	Activity List
ACTD	Activity Detail
ACT2	Activity Detail 2

IV. ASSESSMENTS AND REVIEWS

IARL	Initial Assessment and Review List
IARD	Initial Assessment and Review Detail

V. SERVICES

PROS	Provider Search
PROL	Provider List
SERL	Services List
SERN	Services Detail: Non-Payable
SERP	Services Detail: Payable
SSJD	Supplemental Service Justification
BSAS	Building Skills Plan Summary
BSAE	Building Skills Evaluation

VI. MAINTENANCE SCREENS

ALER	Alerts
AKAD	Person Name AKA Detail
USMD	User Maintenance Detail
USML	User Maintenance List
STFL	Staff List

Notes and Document Generation Processes
D108 – Activity Report

VII. PAYMENTS

PAYA	Payment Approval List
CBPL	Client-Based Payment List
CBPD	Client-Based Payment Detail

VIII. NYTD SURVEY

Login Procedures
Password Procedures
Survey Questions and Help
Administrative Reports

IX. INQUIRY SCREENS

<u>Person/Client Related</u>	
ICWD	ICWA Detail
MEDS	Medical Summary
MDTD	Medication/Treatment Detail
MMHD	Medical/Mental Health Detail
MIPD	Minors in Possession Detail
ADOD	Adoption Detail
GARD	Guardianship Detail
PLAD	Placement Detail

PLSH	Placement Status History
LICH	Placement License History
CREI	CPS Removal Eligibility Information
ICPL	Interstate Compact List
ICPD	Interstate Compact Detail
ICAD	Interstate Compact Action Detail
APPL	SSI Application List
APPD	SSI Application Detail
TIID	TEAMS Initial Inquiry Detail
EARD	Emergency Assistance Request Detail
EAR2	Emergency Assistance Request Detail 2
EAWD	Emergency Assistance Services To Be Provided
TIRD	TEAMS Interface Resolution Detail
TAPL	Trust Account Plan List
TAPD	Trust Account Plan Detail
TAEL	Trust Account Expenditure List
TAED	Trust Account Expenditure Detail
TAHL	Trust Account History List
TAHD	Trust Account History Detail
EVEL	Event List
SEAL	See All Client Screens

Report Related

RRRL	Report/Request List
CID1	Centralized Intake Detail 1
CID2	Centralized Intake Detail 2
RRD1	Report/Request Intake Detail 1
RRD2	Report/Request Intake Detail 2
RRD3	Report/Request Intake Detail 3

Financial Related

CELL	Client Eligibility List
CBPL	Client-Based Payment List
CBPD	Client-Based Payment Detail
CLPH	Client Payment History
CMPL	Client Monthly Payment List
CLPD	Client Payment Detail
IVEL	IV-E Reimbursability List
IVED	IV-E Reimbursability Detail
MIHL	Medicaid Issuance History List
WRNH	Provider Warrant History
WRND	Provider Warrant Detail

Provider Related

PRFL	Provider/Facility List
PROD	Provider Detail
FACD	Facility Detail
PADL	Provider/Facility Address List
PADD	Provider/Facility Address Detail
FALL	Facility Approval/Licensing List
FALD	Facility Approval/Licensing Detail
PRPL	Provider Person List
PRPD	Provider Person Detail
CLTL	Client Types List
CLTD	Client Types Detail
PRCL	Provider Contact List
PRCD	Provider Contact Detail
FSPL	Facility Services Provided List
PRRL	Provider Rates List
PAKD	Provider/Facility AKA Detail
PREL	Provider Event List
PIGD	Provider Information (General) Detail
PASL	Provider Active Services List
PRPH	Provider Placement History

General/Worker Related

SCML	Service Code Maintenance List
SCMD	Service Code Maintenance Detail
SECM	Security Maintenance
SPTK	Supervisory Task List

APPENDIX H – CAPS PRE-TRAINING GUIDE

Purpose	<p>This guide is an introduction to using CAPS for:</p> <ul style="list-style-type: none"> • New users • Those who have not yet attended formal training
Contents	<p>This guide contains information about:</p> <ul style="list-style-type: none"> • How CAPS is organized • How CAPS processes information • How to log on and off • Security and access • Keyboard functions and system signals • How to navigate through screens • Codes, alerts, error messages and other communication features • Notes and Document Generation features
Before you arrive at training	<p>This guide is intended to introduce you to the concepts used in the CAPS system. The guide serves only as an <u>introduction</u> to using CAPS. You will receive more specific training on these concepts during the training sessions. You will also acquire the greatest amount of knowledge about CAPS as you actually see and use the system. However, if you spend some time studying the information in this pre-training guide, you will gain an understanding of the functional foundation on which CAPS is built.</p>
Questions?	<p>You may find it helpful to discuss the information in this guide with others in your office. If you have questions that cannot be solved in your office, please write them down and bring them to training when you attend. You may mail any questions to Mary Reynolds, Northrop Grumman CAPS/OPM trainer, at 2401 Colonial Drive-Main Floor, Helena, MT 59601, or send an e-mail to mary.reynolds@ngc.com. If you have any unusual case situations with which you would like help, please provide a scenario of the case. We will try to address the situation in your training session.</p>

GENERAL CAPS INFORMATION

“CAPS” stands for:

Child and Adult Protective Services



BENEFITS OF CAPS

- **CAPS facilitates case management**
 - Data is current at all times on every case
 - Assists in timely working of caseload by generating alerts (reminders) to workers
 - Data can be shared, transferred or read-only access granted at your request
- **CAPS helps decrease paperwork**
 - Case notes are stored online
 - 90% of documents are generated by CAPS
- **CAPS is adaptable to changing rules and regulations**
 - Allows the standardization of policy application across Montana
 - CAPS will change as regulations change
 - A change control committee prioritizes and initiates enhancements/changes to CAPS required by current policy changes
- **CAPS is a ‘menu driven’ system**
 - Menus offer quick access to desired screen
- **CAPS screens are organized to facilitate case entry and maintenance**
 - Screens that capture related data are grouped together in an automatic sequence
 - Critical data is passed from screen to screen
 - Ensures timely working of case
- **CAPS is user friendly**
 - Entering and editing data is easy
 - Generates error/warning messages to assist with entry and to improve accuracy
 - On-line field help provide instant assistance while entering data

CAPS PROCESSING

- **CAPS processes most information online**

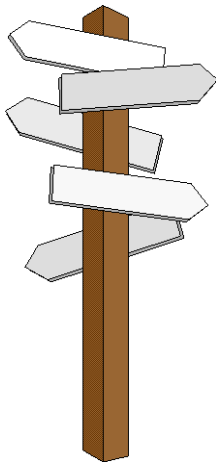
The online part of CAPS is what you see on your screens. When you press ENTER, processing is immediate. The system validates the entry and displays the new information, generates error or warning messages if necessary, and moves to the next screen, if applicable.

- **CAPS also uses “batch” processing**

Batch processing means that the work is done after the system is taken down in the evening. Much of this processing is done “behind the scenes”. This is used for:

- Overnight processing of large reports
- Data processed in groups or batches (e.g., payment processing, etc.)
- Time consuming processes (e.g., interfaces, month-end processing, etc.)

NAVIGATION



On each screen:

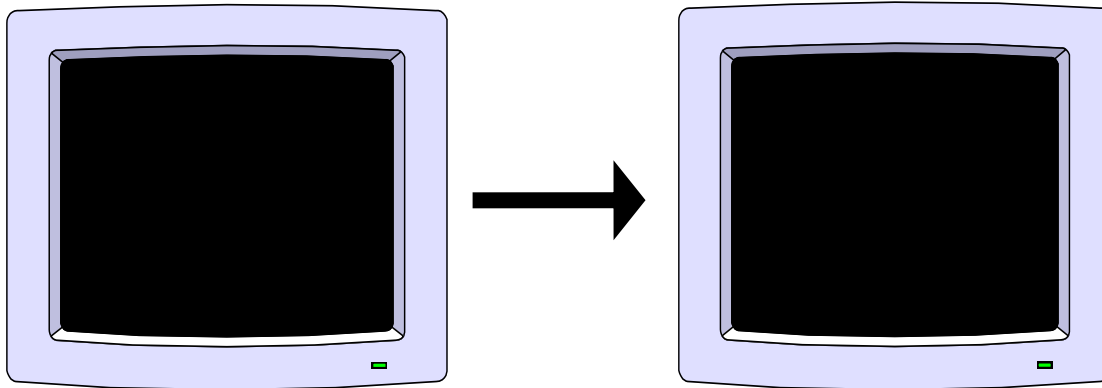
- The **cursor** is the flashing marker that indicates your position on the screen. Generally, when you first access a screen, the cursor will be set in the PATH (bottom right hand corner) field.
- As you enter information in each field, the cursor may advance automatically to the next enterable field.
- To move the cursor manually, use the **TAB** key or the **CTRL** key:
 - TAB advances the cursor to the next enterable field from left to right;
 - CTRL acts as a ‘return’ key to move the cursor downward one line into the next enterable field (Note: right-hand CTRL key only.)

NOTE:

Arrow keys are generally not used in mainframe applications. Use TAB and CTRL to move from field to field instead. This is much faster, and it also ensures that the cursor moves to the first enterable space in a field.



NAVIGATION (continued): FROM SCREEN TO SCREEN



There are basically three ways to navigate from screen to screen:

1. Selecting screens from menus
2. Using the default screen flow, and
3. Using the PATH

MENUS:

- On a menu, type any character on the select line to the left of the screen name, and press ENTER to access that screen. Once you access the screen, if it is not already displayed, you will need to enter the CAPS ID, Provider ID, or Report/Referral Number that you want to work with.

DEFAULT SCREENFLOW:

- The system is programmed to display certain screens in a default flow based on certain details that you are going to enter (e.g., child support referrals, report/requests, provider entry.) When updating a screen that is part of a default screen flow, pressing ENTER will automatically take you to the next screen.


PATH FUNCTION:

- To navigate directly from one screen to another, enter the four-letter screen name in the PATH field in the bottom right corner of each screen. If the requested screen is not valid, or you do not have access to the requested screen, an error message will display.
- Because CAPS follows a “list-detail” screen concept, if you type a detail screen in the PATH, and there is a corresponding list screen, you will first be taken to the list screen with the message “this screen must be accessed before the requested screen.” Detail screen functionality is always initiated from the list screen, if one exists.

KEYBOARD FUNCTIONS



Navigation Keys, Key Combinations and Miscellaneous Keys

TAB	Moves cursor to the next enterable field from left to right
HOME	Moves cursor to the first enterable field on the screen
SHIFT-TAB	Moves cursor <i>backward</i> to previous enterable field
HOME,SHIFT-TAB	Moves cursor to the PATH field
CTRL (right side)	Acts as a “return” key – moves cursor down to next line*
ENTER	Sends command to mainframe (update screen, go to screen in PATH, pull in information when an ID is entered)*
<p>* <i>CTRL and ENTER functions may be reversed on your keyboard. Keyboards can be remapped to your specifications. Contact your network staff or the DPHHS Help Desk for assistance in this area.</i></p>	
END	Erases from the cursor’s position to the end of the field
ESC	Unlocks the screen if it will not respond to you, and a symbol like this  is displayed in the lower left corner of the screen
PRINT SCREEN	Makes a copy of the current screen that can be pasted into a Word document (handy for faxing into the Help Desk)
PAUSE/CLEAR	First step in logging off from CAPS
NUM LOCK	Activates number function on the number keypad
CONTROL-N	Print screen



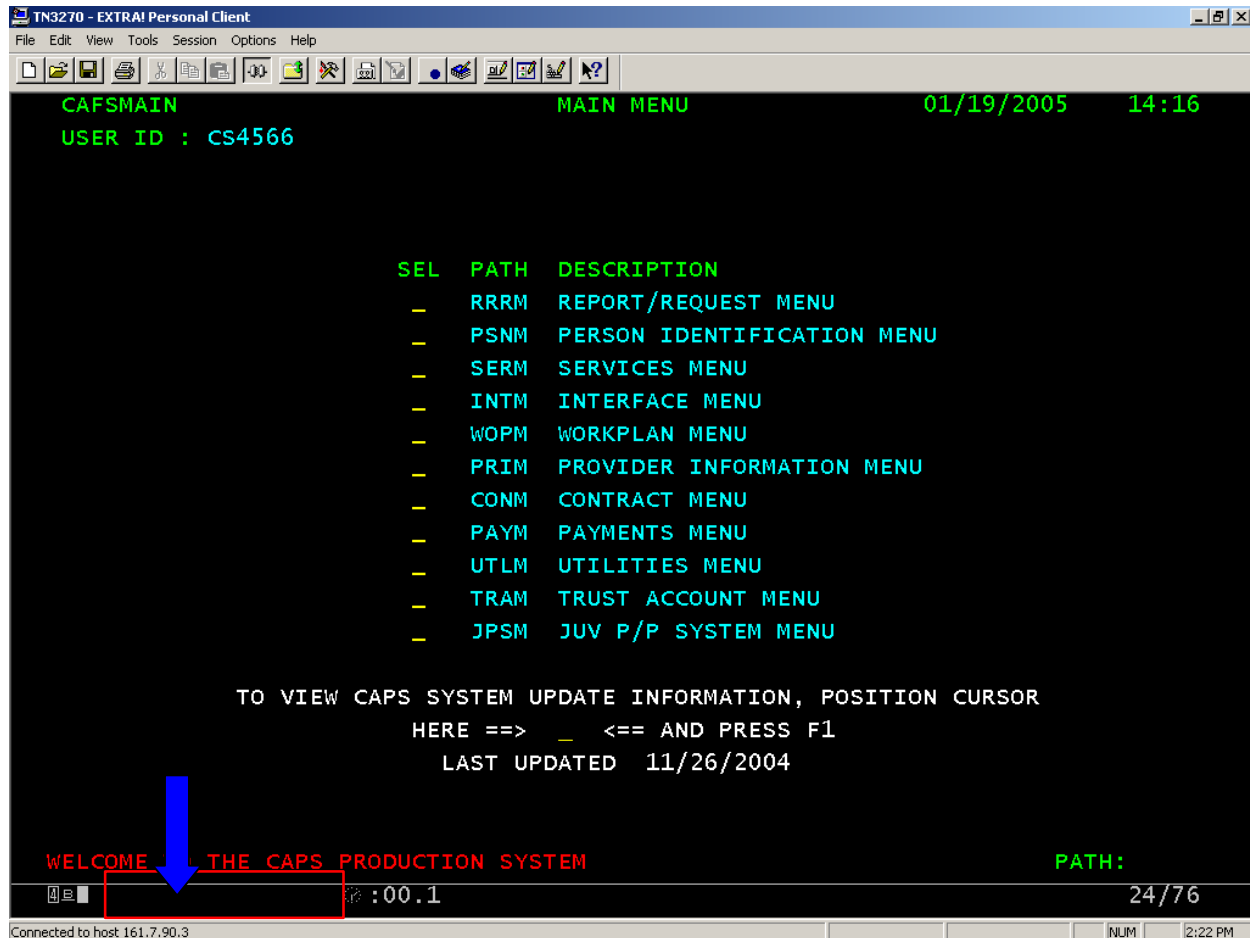
ARROW KEYS & MOUSE

Recommended do not use! Using arrows and “point and click” with the mouse, rather than using the TAB key means guessing where the first space of the enterable field is – can cause errors.

KEYBOARD FUNCTIONS (continued)**Function Keys (F Keys)**

F1	HELP - accesses field help when cursor is placed in any enterable field; accesses screen help when cursor is placed in any non-enterable part of the screen
F2	RETURN – takes you to the previously viewed screen (the exception is detail screens where you must first access the list screen before you can get to the detail)
F3	MAIN MENU – will take you to the Main Menu from whatever screen you are currently on in CAPS
F4	CASELOAD LIST (CSLL/FCLL) – will take you to an alphabetical list of all clients/reports or facilities/reports that are assigned to you (or that you have shared or read-only access to)
F5	REFRESH – will erase all data you have typed on the screen (prior to pressing ENTER to update)
F6	PRINT – primarily used by Central Office staff. Generates reports that are generated overnight and available for viewing in RDS the following day
F7	SCROLL BACKWARD – used to scroll from one page to another (page 2 to page 1)
F8	SCROLL FORWARD – used to scroll from one page to another (page 1 to page 2)
F10	COPY – takes you to RELL (Relationship List) to copy information from one client to another
F11	ADD A DETAIL – from a list screen, pressing F11 will take you to the detail screen in ADD mode
F12	LOOKUP – many fields in CAPS require a code, and F12 will take you to the list of valid codes for a particular field. F12 will also take you to the appropriate screen in order to perform a person search (PERS) or provider search (PROS) when your cursor is on a CAPS ID or Provider ID field
SHIFT+F1 (F13)	CONFIRM – payment and trust account screens. Pressing F13 balances adjustments made to a payment or totals entered for trust account expenditures
SHIFT+F4 (F16)	CONFIRM – will ask you to confirm any delete you request or any function you request on AXED (Assignments/Transfer Detail)
SHIFT+F10 (F22)	RENEWAL – used on FALD (Facility Licensing Detail) to renew a license when no other details for the license have changed
SHIFT+F12 (F24)	PREVIEW – allows you to preview a screen without updating

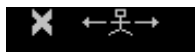
SCREEN INDICATORS



This area displays some important symbols:



Tells you that CAPS is working or processing your command. You do not need to keep pressing ENTER.



Means that the screen is locked up because you may have attempted to enter information in an invalid location on the screen. If this is displaying, press ESC to clear it and unlock your keyboard.

SECURITY AND ACCESS



Objectives of CAPS Security Design:

- Your C-number (C71234) is assigned by the Security Officer to:
 - Prevent and detect unlawful access and investigate security problems
 - Maintain confidentiality
 - Protect Montana's system and data integrity
- Your security profile is tied to your C-number
 - Security will allow you to view clients or reports assigned to your county (region if you have regional access) only. You may only view other clients or reports outside your region if the assigned worker allows you access (share or read-only).
 - Security is based on job requirements (e.g., supervisor screens will not be accessible if you do not have that level of security.)

Each worker chooses his/her own password

- This code is used to sign onto the system and is tied to activity done for a client, provider or report - Do not write it down or let others know your password!
- Your password must be a minimum of six (maximum of eight) characters long. The system will require you to change your password every 60 days, and the same password cannot be used twice. Passwords must include at least one numerical digit.

System time-out

- CAPS will display a password screen if there is no activity on your machine for 15 continuous minutes. You will need to enter your password to regain access (you will return to the CAPS screen you visited last). This is to help prevent unauthorized use of your computer if you are away from your desk.
- After an hour of inactivity, you will see the password screen described above, but when you enter your password and re-access CAPS, if you press ENTER, you will receive the message "RE-SIGNON FAILURE." There is a limited number of mainframe "sessions" available, and if your session is not used for one hour, you will be automatically logged out. You can simply press ENTER when the message appears and re-select CAPS from the State of Montana menu.

SCREEN NAMES

ALER	ALERts
ADDL	ADDress List
CLPH	CLient Payment History
CPHL	Client Placement History List

Naming conventions for screens:

- Screen names are always four-letter acronyms. (In the upper left corner of each screen, the screen names are prefixed by 'CAFS' for programming purposes).

General rule (as with most things in life, there are ALWAYS exceptions ☺):

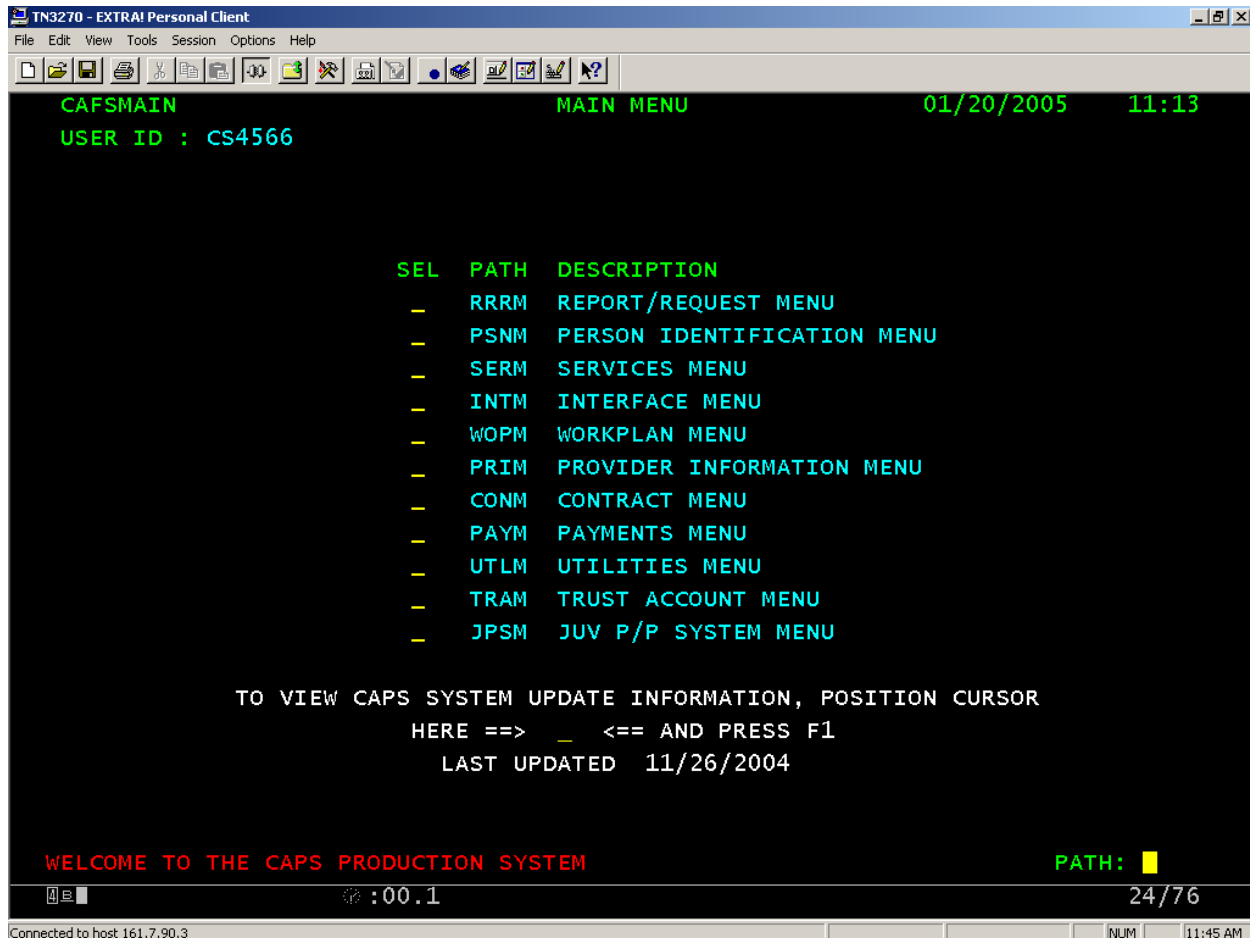
- For a one-word screen name, the acronym is the first four letters of the word.
- For a two-word screen name, the acronym is the first three letters of the first word, and the first letter of the second word.
- For a three-word screen name, the acronym is the first two letters of the first word, the first letter of the second word and the first letter of the third word.
- For a four-word screen name, the acronym is the first letter of each word.

Each screen performs certain functions or allows you to enter a certain type of data.

For example:

- ALER allows you view reminders or notifications of things that have occurred or are coming due for a particular client or report.
- ADDL allows you to view/inquire/modify/add address information for a specific person.
- CLPH allows you to view payment history for a specific client.
- CPHL allows you to view/inquire/modify add placement history for a specific client.

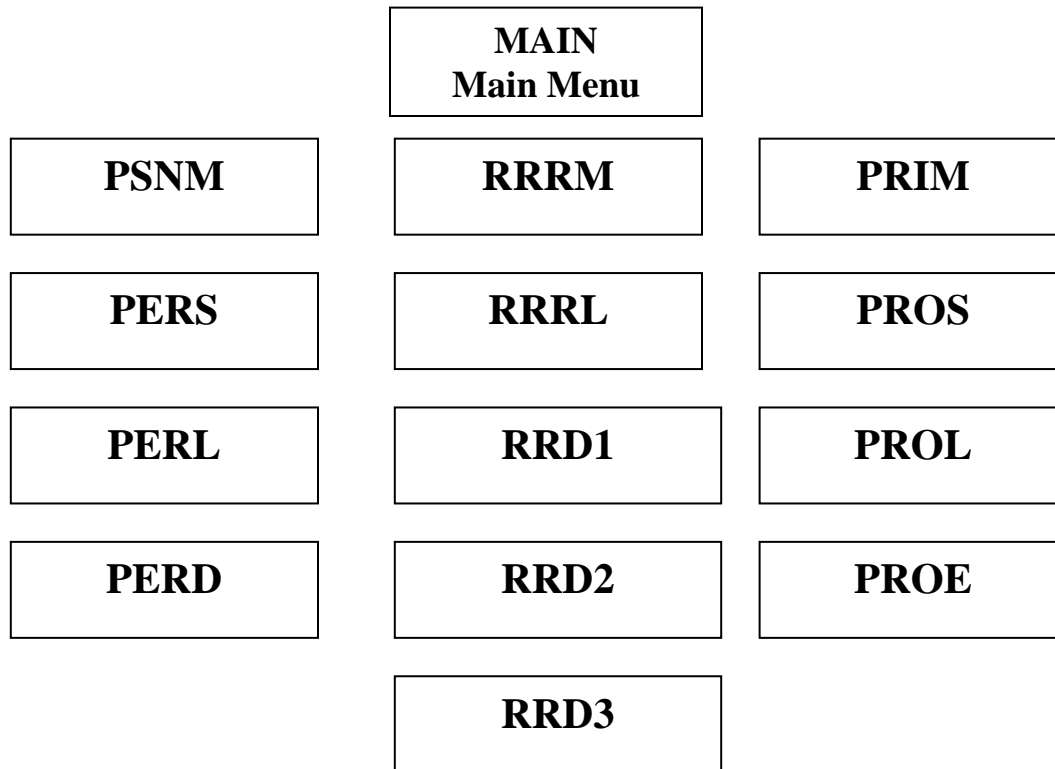
MENUS



Menus simply provide quick access to relevant screens from a single location. There are several different menus in CAPS that are useful for different purposes and by different groups of workers. The above is an example of the MAIN menu. Notice all of the other menus that are available.

- Your access to certain menus and screens is based on your security clearance.
- The screen is selected from the list by pressing your TAB key to the select line in front of the desired screen and pressing ENTER.
- Depending on the screen selected, you may have to enter a CAPS ID, Provider ID or Report/Request Number.
- Menus will always direct you to the LIST screen. From the list you can access the DETAIL in inquire, modify or add mode.

EXAMPLE OF SCREEN HIERARCHY



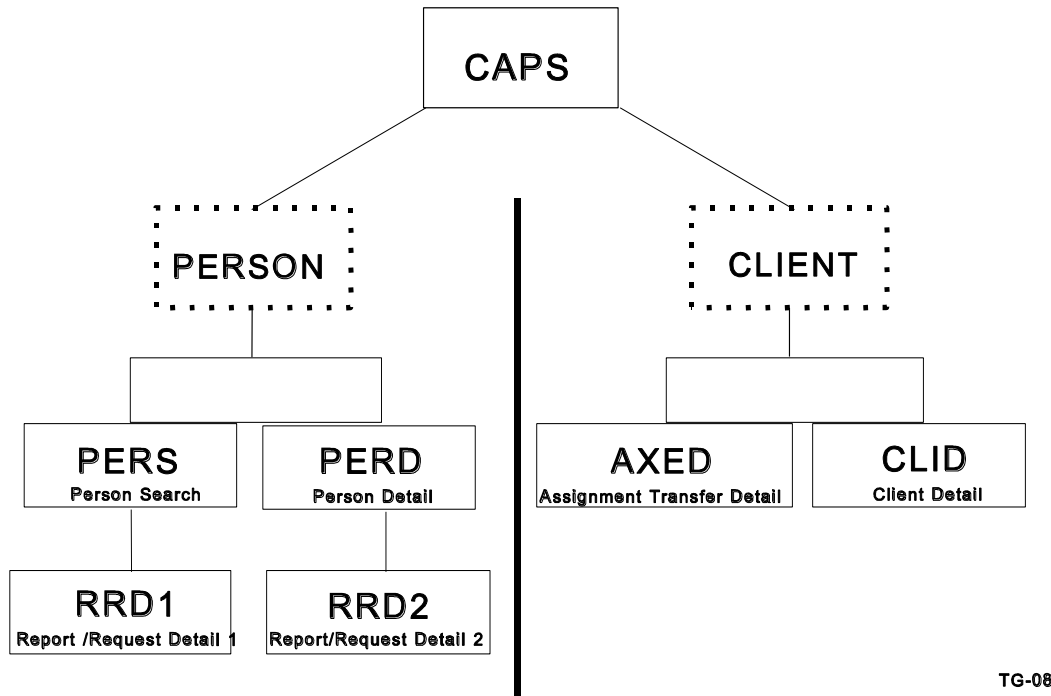
Default Screen Flow

- Certain groups of screens are chained together in sequence so that you need to complete a series of screens (screen one must be completed before screen two, etc.) Once the first screen is updated, the system will automatically advance you to the next screen (e.g. in the above screen hierarchy, once RRD1 is updated, the system will advance you automatically to RRD2.)
- You can exit the default screen flow by pressing F3 (to return to the MAIN menu), by pressing F2 (to go back to the last screen accessed) or by typing another screen name in the PATH.

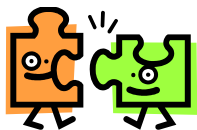
Using the PATH

- The PATH function allows navigation directly from one screen to another, outside of the default screen flow. (Not all screens can be “pathed” to directly – remember the list-detail concept!)
- The PATH field is always located in the lower right corner of each CAPS screen. Simply type the desired screen name in the PATH and press ENTER.

Person vs. Client Screens



- A person can be entered on CAPS without becoming a client
- A worker would search for a person on PERS (Person Search) and either selects them if they already exist in the database, or add them as a new person to the database.
 - A CAPS ID **does not** make a person a client
- A person is made a client in CAPS on the AXED (Assignments/Transfers Detail) screen. The worker initiates this process.
- Client related screens carry key client information from screen to screen
 - CAPS ID, name, client information, etc.
 - You may change from one client to another client by typing in a different client number (CAPS ID)



- Once you have made someone a client, you can begin building the puzzle with all the information for that individual (e.g., court orders, employment, relationships, financial information, etc.)

CODES / ONLINE HELP

SEL	CODE	DESCRIPTION
—	F	FEMALE
—	I	IN UTERO
—	M	MALE
—	U	UNKNOWN/UNBORN

Code Table

Field: P/S

Updated on screen(s): PERD

Online Help

Notes: Select with a "P" if it is the primary social security Number, or with an "S" if it is the secondary number.

Using Codes in CAPS

There are many fields in CAPS that require that codes be entered. All valid codes for each field are stored in a *table* within CAPS. When a code is entered, CAPS compares the code to the values on the table, and determines if it is valid for that field. If it is not, an error message will appear.

- The valid codes for each field, such as the sample above, are located by accessing a Code Table Lookup (press F12 on your keyboard).
- To select a code from the Code Table, TAB to the select line in front of the desired code, type an "S", then press ENTER. The system will bring the code back to the field.
- For fields where multiple codes may be selected (such as the sample above), you can type an "S" on more than one code at a time and bring multiple codes back to the field.

Using Online Help in CAPS

When workers use CAPS, they can access online help, such as the sample above. This assists them in entering information without having to exit the system or find paper manuals.

- To access "field help" place the cursor in the desired field and press F1. To return to the field, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)
- To access "screen help" place the cursor in any non-enterable part of the screen and press F1. To return to the screen, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)

CAPS MESSAGES

Warning Messages:



- Message at bottom of screen gives advice to the user or warns of possible problems
- Warning messages do not prevent the user from proceeding

Error Messages:



- CAPS has built-in edits to check for valid information (valid dates, valid codes, etc.)
- Messages and fields that contain an error will be highlighted in red
- Message text at the bottom of the screen indicates the nature of the error
- The cursor will be placed on the first field in error
- The system will prevent the user from further processing until the error is corrected



Critical Error Messages (ABORT or ABEND):

- Indicates a problem with the mainframe ('ABEND' is an ABnormal ENDing to the processing – something is preventing the program from completing the process. An abend is NOT your fault! If you do something “wrong” you should receive a warning or error message as detailed above.)
- Talk with your supervisor – you may have to call the CAPS Help Desk.
- If you receive an abort or abend message, print the screen and write down the sequence of actions you took just before you got the message so you can make a detailed report to the Help Desk.

ALERTS AND EVENTS

Alerts:



- Advise worker of a tasks coming due, actions to be taken or changes to cases from interfaces
 - Serve as a reminder to the worker of timeliness requirements, information that is due or approvals that need to be made
 - Can be system-generated or workers can set alerts from themselves
 - Assists in caseload time management
 - Serves as a communication tool when a client or report is transferred to a different worker
-
- Alerts are a *valuable tool* to help you keep track of timely requirements.
 - Alerts should be changed **DAILY** to help prevent overlooking required changes or actions.
 - Examples of automatic/system generated alerts: to the supervisor when a report is completed, to the worker when a client is assigned or transferred, to the worker when a review is due, to the worker and supervisor when a payment sits unapproved for five days.
 - Examples of worker generated alerts: for any important event that you want to receive a reminder, for non-system generated reviews/due dates.

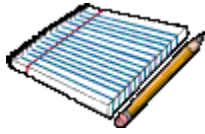
Events:



- Events connect the activities of a client – enable the system to track the history of a client or provider.
 - Events are created by client actions that occur on the various screens in CAPS.
 - Certain documents created through the Document Generation feature of CAPS will create an event.
-
- Examples of events: when a client transfer occurs, when a CPS removal is made, when a contact is made, when a court event occurs, when an Interstate Compact request is entered, when interface information from TEAMS or SEARCHS is accepted.

NOTES AND DOCUMENT GENERATION

Notes:



- The CAPS system gives you the ability to store your case notes or other case documentation (letters, scanned court documents, investigation photos) directly into the CAPS Document Generation system.
- Notes can be associated to a client, report/request, provider/facility or person.
- Security for Notes follows the same security as the entity the Notes are associated with. For example, in order to read Notes that have been associated to a client, the worker has to have access to the client.
- All Notes associated with a client or report will remain if the client or report is transferred to another worker. That worker will have immediate access to all case documentation that has been attached in Notes.
- Regional Administrators have the ability to remove Notes that have been attached in error or that are incomplete.

Document Generation (DocGen):

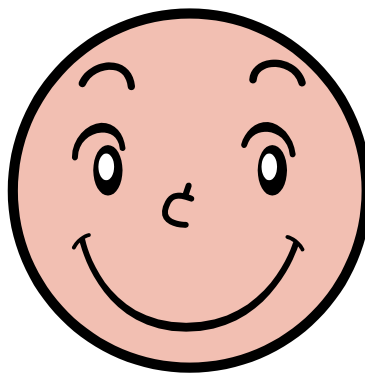


- The CAPS system contains many documents that can pull the information that you have entered into the system onto “ready-made” forms for you to print directly in your own office.
- Examples of documents that can be generated are: provider license, foster care review, request for medical records, and request for verification of tribal status.

Summary

You have now been introduced to several concepts that you will use in the CAPS system. I hope that this guide was helpful to you in understanding the basic framework and functioning of the CAPS system. It will help you to review this guide one or two times prior to attending your CAPS training session. If you have any questions regarding the information contained in this pre-training guide, please contact Mary Reynolds, Northrop Grumman CAPS/OPM trainer, at 443-8411.

I look forward to seeing you at the training session!



APPENDIX I – SURVEY QUESTION #4 COMMENTS

Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?

- ✓ I haven't any other requests for training. I'm very illiterate in the computer world and don't get most of it anyway. I know the basics of most of our computer work at the office.
- ✓ Intermediate Excel.
- ✓ SEARCHS.
- ✓ Excel.
- ✓ Signed up for Outlook training but had emergencies and could not go. Would like training on unusual or rarely used CAPS screens and ICPC policies.
- ✓ The entry reimbursement screens are sometimes difficult to understand and cumbersome to complete.
- ✓ More training on interviewing skills and policy. I never thought I would say this, but MCAN could be more thorough.
- ✓ It is nice to know there is training available on the website. It would have helped me to have basic computer training when I started.
- ✓ Excel classes.
- ✓ Beginning Excel.
- ✓ MS Access.
- ✓ I see the training for Outlook and Word – but not Excel.
- ✓ I would like basic CPS screen training but not a week long course. For FRSs who might have to do some CPS screens.
- ✓ PowerPoint.

APPENDIX J – SURVEY QUESTION #6 COMMENTS

During 2011, refresher CAPS system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):

Comments on “Don’t Use CAPS” response:

- ✓ None.

Comments on “Other” response:

- ✓ A specific question can be answered by co-workers.
- ✓ No time – my workload is such that any time away or in training puts me even further behind. In addition, I am a single parent and if I travel I do not have anyone to watch my child overnight that lives in town. If I travel for training, she has to miss school, which is not something I like her to do.
- ✓ I did attend – the training was supported by my supervisor and had a huge impact on my ability to better perform my job.
- ✓ I was not aware we could request attendance at these sessions. There was no offer or mention of them by my supervisor. It was not clear for me.
- ✓ I had review hearings.
- ✓ I wasn’t aware that we could attend refresher training.
- ✓ Most of the time, workers are too busy to lose a day for training.
- ✓ Was not with the Department at that time.
- ✓ Since this is only a one-day training session, it is difficult to justify being away from my job for three consecutive days due to travel time.
- ✓ I was hired at the end of 2011, attended the initial training, and did not require a refresher.
- ✓ The notices regarding updates are very helpful and I have been able to implement these changes without a problem. CAPS help desk is great.
- ✓ As the only worker in my area it is difficult to manage time to attend such trainings.
- ✓ Just don’t feel like I have the time to leave town and work to attend training.
- ✓ I just took the intro to CAPS training in September.
- ✓ Felt the office was too short staffed and too much was going on to leave for the training.
- ✓ Had signed up in the past but it was canceled. Advanced training always canceled due to lack of registrations. Attendance not encouraged by management.
- ✓ There was possibly conflict in my schedule at the time.
- ✓ I was hired on August 8, 2011 and had not yet attended the initial CAPS training.
- ✓ Haven’t been on the job long enough – still need to complete the initial CAPS training.
- ✓ My own time and schedule did not allow for attendance.
- ✓ I am a new hire.
- ✓ The amount of work and other training make it impossible to attend.
- ✓ Did not use.
- ✓ High workload does not allow for out of office time that is not mandatory.

- ✓ Too busy with current caseload.
- ✓ Every time I signed up for this training it was canceled due to not enough registrants.
- ✓ Too busy with all my other job duties to take a day out.
- ✓ I had not yet been hired by CFS. A new hire as of September 12, 2011.
- ✓ Our office has moved to one worker one case, and we received abbreviated CAPS training via webinar. It was very helpful.
- ✓ Too many work duties and deadlines to spare the time for a refresher training ,even though I'd really like to take one for advanced licensing.
- ✓ My CAPS use is somewhat limited to just what I do every day. The training might not be as beneficial or time-efficient as it would be for a social worker.
- ✓ Don't have time with the other additional duties assigned.

APPENDIX K – SURVEY QUESTION #12 COMMENTS

Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information?

Comments on “Yes” response:

- ✓ Seems to give more purpose to what is entered.
- ✓ Not only is the information important for each of us trying to do specific things for kids, whether that is scheduling a meeting that includes all important persons, making permanency plans or just recording information to share, necessary timelines need to be followed. If CAPS isn't updated, we don't know if timelines are being followed. We can have a peer case review riddled with NAs and also lose federal funding or be assessed fines. Most importantly, it lets kids down when we don't do our jobs as instructed and expected.
- ✓ It's important to know how the information is utilized because how things are entered causes AFCARS errors or it can affect payments. The more information entered on clients helps with searches, too.
- ✓ When you are in a time crunch, you prioritize what to enter and what to wait to enter. If I know something is going to save me time in the long run by entering it, I am more likely to ensure certain things get entered. Also, if I know something is going to cause an error by not entering it, again, I will try to ensure those items are taken care of.
- ✓ Knowing the impact of what you put on the system and how it affects the client.
- ✓ Information entered into CAPS affects so many programs and the correct entry is extremely important to making sure that federal funding is used appropriately. Incorrect entry into CAPS can cause reporting errors that can ultimately cause loss of dollars and in some cases loss of FTE's if too much money is lost.
- ✓ Knowing how the information is used helps to impress the importance of entering the information and helps identify what information should be prioritized when entering.
- ✓ I am more likely to keep screens updated if I know the purpose. For instance, I do not keep the medical screens updated as I send for and keep medical records in my files. To enter all those records seems redundant and unnecessary.
- ✓ It is nice to see the impact of what we are doing so we can appreciate the importance.
- ✓ It may be entered in a more timely manner.
- ✓ The information that is entered is so important, if it is not done in a timely manner, it can and will affect funding and services provided to clients.
- ✓ Easy access for other CFS employees.
- ✓ It would help me to decide what information is really necessary in the reports.
- ✓ Knowing what the info is needed for encourages you to make the time to get the entries in.
- ✓ It helps me to formulate how I need to enter information and how things must be worded.
- ✓ Knowing there is a purpose helps with all the extra things that need to be done in documenting.
- ✓ It helps you understand that your information entered can allow the Department to obtain correct data and not create errors.
- ✓ I hope it is. If not, it's a waste of time.

-
- ✓ Because we have a lot of money from the federal government riding on appropriate entry. That is important to know.
 - ✓ What I enter is part of whole picture and clarifies what is there so others can do their work.
 - ✓ It is helpful to know how the information is utilized to ensure that data is entered in a manner that provides accurate information for CFSD purposes.
 - ✓ If I enter the data wrong, other agencies will get that wrong info and create a bigger issue.
 - ✓ It provides me with a better understanding of why something needs to be done, and it also helps me to remember to address that screen in the future.
 - ✓ It's used for auditing purposes, lets us know how many foster homes we have, the number of kids in care, the types of foster homes-kinship.
 - ✓ To meet federal regulations to maintain the funding.
 - ✓ So many of the screens interface with each other so it is very important to know why the information you are entering is accurate.
 - ✓ Enables workers to understand why certain info is necessary.
 - ✓ I need to know what is going on with the families I serve.
 - ✓ Assists with funding and understanding why the information needs to be entered in a certain way.
 - ✓ I need to know how the information that I enter is being used by others so that I can be more accurate in what I enter.
 - ✓ For fiscal reasons and to be better prepared to work with families reported to the agency.
 - ✓ It is a permanent record and it is very important that the information is as accurate as possible.
 - ✓ It is beneficial to know why entering the information in a timely and accurate fashion is important. It reinforces the need to prioritize CAPS entry.
 - ✓ Gives context, and money justification, wish individualized/team feedback was tabulated and offered.
 - ✓ It helps to substantiate your efforts and in documenting the work you do.
 - ✓ It helps to know why I enter it in and how it is utilized. It is motivation to ensure I enter it in a timely manner and correctly.
 - ✓ If I know how the information is used it is easier to understand why we need to do it – enter the information.
 - ✓ Not sure it was six years ago that I had CAPS training.
 - ✓ Because then it makes sense why you are doing it and you will feel more responsible to get it down in a timely manner.
 - ✓ I hope it helps track work with kids.
 - ✓ It lets me be more specific.
 - ✓ If it is being used for a specific purpose other than basic case information, I would like to be able to tailor my entries to be helpful for all needs.
 - ✓ It allows you to focus on exactly what needs to be entered to present an accurate case record when generating reports, 427s, etc.
 - ✓ It is helpful to other providers.
 - ✓ If the purpose of what you are entering is known – I find it easier to remember how and what information needs to be entered.
 - ✓ It allows the people who need the information to complete their jobs more efficiently.
 - ✓ Helps do my job.

-
- ✓ So we have a good understanding of the importance of the info we are entering.
 - ✓ So other workers who are working with the same person can find accurate information.
 - ✓ Knowing how information is used is always helpful to better understand a system and since CAPS is so confusing extra is beneficial.
 - ✓ Specifically for compliance issues.
 - ✓ The data is connected to federal funding and can be used in future assessments of clients with previous reports.
 - ✓ There is a historical record available to help families – we need federal funding to provide supports and training for children and families.
 - ✓ I like stats. They help you know how effective the work is. I have a general idea about the next few questions, but not specifics.
 - ✓ For the most part, yes. I don't think they explain it enough and some of the information when they run checks for HVC/VWC end up being inaccurate.
 - ✓ Yes, because then I understand why I have to complete a specific screen, why some information is needed, and who it is important to.
 - ✓ Knowing how the information is utilized helps me remember how to enter it.
 - ✓ Knowing how it is utilized is a good guide for knowing what to enter and what not to enter.
 - ✓ It's more of an incentive to be thorough and accurate when you know the data is being used for a significant reason.
 - ✓ The more informed you are the better you can understand the case and the better you can present your case.
 - ✓ Yes, if it helps the Department to receive funding for our clients.
 - ✓ Having accurate statistics affects our funding for programs.
 - ✓ It helps to know what is important to mention in the notes.

Comments on "No" response:

- ✓ I do not enter information in CAPS.
- ✓ Some information we have to enter just takes time and really is not that important to my case. i.e., is the client Hispanic?
- ✓ I will be entering it regardless of how it is used. Time in front of the computer is the biggest factor of getting entries into CAPS.
- ✓ The information must be needed whether or not how I feel.
- ✓ The information I collect is important and needs to be recorded. What happens to the information after I record it is out of my control.
- ✓ Whether I know how it is utilized or not it is still my job and my responsibility to enter the information.

APPENDIX L – SURVEY QUESTION #17 COMMENTS

Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource.

Comments regarding the training materials:

- ✓ A lot of information is covered, but the depth of the system and knowledge base is fairly broad. Within the job and on CAPS learning new ideas almost every week is part of on-going training.
- ✓ I will be very happy when we get a Microsoft program. CAPS is very antiquated and taxing on the memory.
- ✓ Usually contact someone who can help.
- ✓ The training manual I have dates back to implementation of CAPS.
- ✓ I like the manual, very easy to follow.
- ✓ Always at my desk as a reference guide and help guide.
- ✓ Long term worker.
- ✓ Sometimes difficult to find the answer.
- ✓ Utilize co-workers or help desk.
- ✓ Simply do not use it.
- ✓ The CAPS training guide does not always possess a sufficient amount of information for me to answer my questions.
- ✓ The book is too confusing.
- ✓ I have the original CAPS book from 1996.
- ✓ My CAPS training materials are from circa 1995 – and way out of date.
- ✓ I don't know if I have a current manual.

Comments regarding the help desk:

- ✓ Always friendly, never make me feel inadequate, and always come to a solution and teach as they go. Great team of people and awesome support and knowledge base of my job.
- ✓ Very efficient. Always courteous.
- ✓ I rely more on other resources – co-workers, etc.
- ✓ Sometimes it is difficult to talk to some because I feel that some think that we should know everything or made to feel sort of inadequate. Most are very helpful and understanding and are patient with some of us that are new to CAPS.
- ✓ Helpful whenever used.
- ✓ Gets back to me quickly and with the correct help.
- ✓ Help desk workers are friendly and knowledgeable.
- ✓ Always able to help.
- ✓ Some of the newer people are not very helpful. They seem to not know the answer at times which is why I call Margaret.
- ✓ I am a new hire, I haven't used the system much.
- ✓ There are some rude people at the help desk.

Comments regarding online help:

- ✓ This is not my preferred learning style.
- ✓ Usually contact someone who can help.
- ✓ Have never used.
- ✓ I rely more on other resources – co-workers, etc.
- ✓ I always forget and need an answer right away.
- ✓ With the changes we're going through and my caseload I have no time to spend on non-deadline issues.
- ✓ I have never used it.
- ✓ Haven't needed to use.
- ✓ Use the manual instead, or as a co-worker.
- ✓ Have not used.
- ✓ Don't use that much.
- ✓ I just haven't used it. No reason, just the help desk is faster for me.
- ✓ I guess I have never really thought to use this resource.
- ✓ F1 is my best friend, but sometimes I wish there was more information provided when you push the button.
- ✓ Rely on above two (training materials and help desk) for help.
- ✓ I have never had to utilize this. Problems have been corrected rather quickly.
- ✓ Just never think about this resource.
- ✓ I have just never used this resource – no main reason.
- ✓ Have never used.
- ✓ Was not aware of this online help program.
- ✓ Not familiar with this option.
- ✓ Never used, not aware of the service.
- ✓ I have not currently used this resource, but expect it will be very useful when I do.
- ✓ Again, just do not use it.
- ✓ I was not aware there is online help.
- ✓ I have not used that as a resource yet.
- ✓ Too confusing – takes too long to figure it out.
- ✓ I have not used this resource before.
- ✓ Was unaware of this option.
- ✓ Most times it answers the questions but sometimes not.
- ✓ Never used.
- ✓ I was not aware of online help.
- ✓ Lack of awareness to the resource.
- ✓ I am a new hire.
- ✓ I've not used online help for CAPS.
- ✓ Have never utilized – unaware of how to use.
- ✓ Did not know it existed.
- ✓ Still pretty new, haven't had the opportunity to look at it.
- ✓ Did not know about online help.
- ✓ Haven't used this yet.

- ✓ I have not used this as I have been able to resolve any issue I have had with other resources.
- ✓ I never remember this resource.
- ✓ Just don't think of it.
- ✓ Don't know how to access it.
- ✓ I have never used this resource. I was not aware of it. Also, I prefer to speak with someone when I have issues with CAPS.
- ✓ I don't think I have used this, I don't think of it when I need help.
- ✓ Wasn't aware of this resource.
- ✓ For me, it's easier and faster to call the help desk.
- ✓ Have never had reason to use.
- ✓ No comment – just don't use it.
- ✓ Directions make no sense.
- ✓ Prefer to talk to a live person.
- ✓ I did not know there were online help options.

Comments regarding the training website:

- ✓ This is not my preferred learning style.
- ✓ Usually contact someone who can help.
- ✓ Have never used.
- ✓ I always forget, so much easier just to call.
- ✓ I just use the hard copy manual.
- ✓ Haven't needed to use.
- ✓ Use the manual instead, or as a co-worker for help.
- ✓ Have not used.
- ✓ Don't use that much.
- ✓ I didn't know this resource existed.
- ✓ I did not know this existed, or at least did not remember.
- ✓ Use help desk or manual.
- ✓ I have never had to utilize this. Problems have been corrected rather quickly.
- ✓ I have just never used this resource – no main reason.
- ✓ Just never think about this resource.
- ✓ Have never used.
- ✓ Usually do not have the time to go into this website. It is just easier to contact the help desk or to look at the training notebook.
- ✓ Not aware of this service.
- ✓ I haven't used the website but again believe it will be very useful when I do.
- ✓ Do not use it.
- ✓ I was not aware there is a website.
- ✓ I have not used that as a resource yet.
- ✓ I do better listening to training rather than reading alone. I do not do well learning by web training.
- ✓ I have not used this resource before.
- ✓ Was unaware of this option.
- ✓ Don't use this website.

- ✓ Didn't know about.
- ✓ I was not aware of the website.
- ✓ Struggle with finding information on websites – that makes it time consuming.
- ✓ I am a new hire.
- ✓ Have never utilized – unaware of how to use.
- ✓ Did not know I could access it.
- ✓ Haven't had the opportunity to look at it.
- ✓ Did not know about the website.
- ✓ I do not have the need at this point to use the site.
- ✓ Don't think I've used this yet.
- ✓ I have not used this as I have been able to resolve any issue I have had with other resources.
- ✓ Too time consuming.
- ✓ Just don't think of it.
- ✓ Don't know how to access it.
- ✓ I have never used this resource before. I was not aware of this resource.
- ✓ Never think about using it.
- ✓ I haven't used this resource – don't think of it, find help sites frustrating with word and stuff so I tend to seek out live bodies.
- ✓ I forget how to access it.
- ✓ For me, it's easier and faster to call the help desk.
- ✓ I ask our office CAPS guru – Cleve Moore – when I need help.
- ✓ No comment – just don't use it.
- ✓ Have tried in the past, but the topic I needed help on wasn't there.
- ✓ I do not know what the website is.

APPENDIX M – SURVEY QUESTION #20 COMMENTS

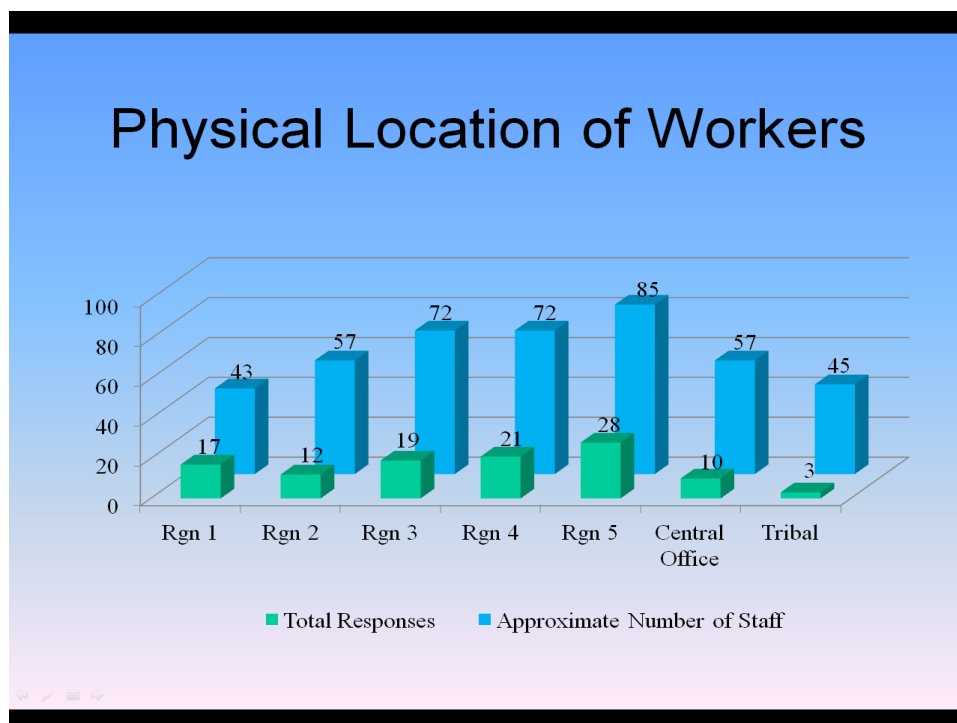
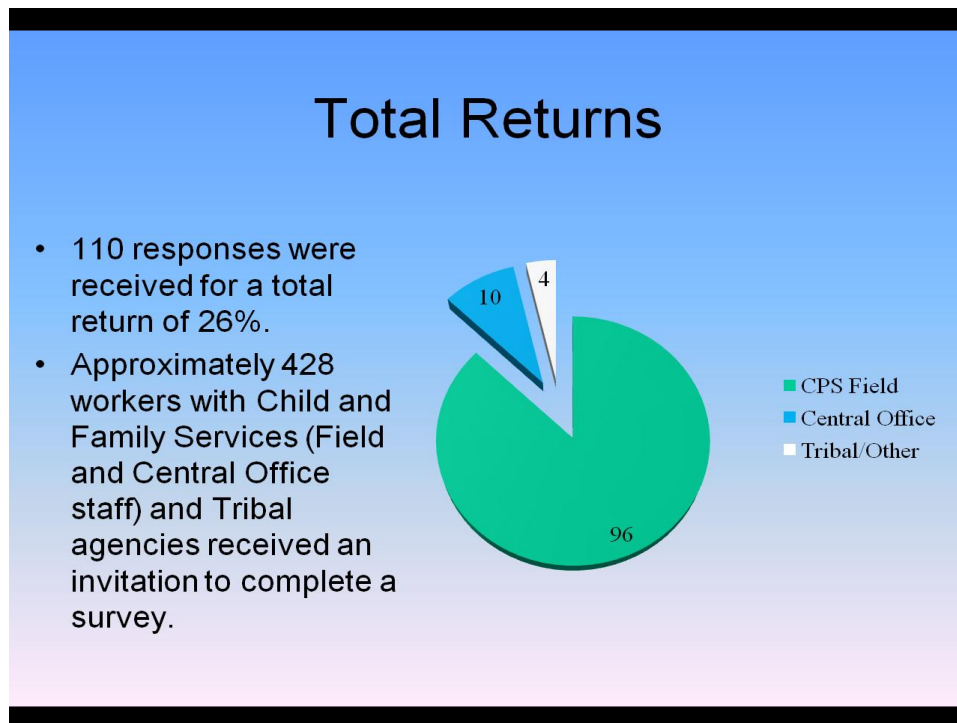
In the space below, please feel free to add any additional comments regarding CAPS training, the CAPS system, or any general comments:

- ✓ Maybe passing new or updated information about CAPS or how we should enter or document specific items could be communicated to all staff in an email. There were some things that came out of the file reviews that I was not aware of until it became an error.
- ✓ When can we get an updated system?
- ✓ Some people can't comprehend as fast as some people. Therefore I think there should be an initial training and another training the next six months. The second training should be about the systems that your department uses most.
- ✓ I really appreciate the help that is given to workers in the field by the help desk and the CAPS trainer. Workers should never be denied training when it comes to funding and knowledge needed to do a job properly and hopefully without mistakes and in a timely manner.
- ✓ When entering data into the CAPS system, it needs to automatically put the data in more places instead of just one. Data such as DOB, SSN, etc. We should not have to enter it each time. Also, when in the report screen, when you go to RRD2, and finish with that screen you have to start all over on the person search, you can't just go back to the reports that you had up – if you are searching under just one person.
- ✓ We need a web-based system.
- ✓ Would it be possible to do a refresher for doing background checks? I took CAPS seven years ago when I was hired for a day and haven't used it much since. Now that we are doing all the background checks, I would like to make sure that I am covering all bases. Thanks.
- ✓ It would be nice if there were more screens to ACTD in order to type them up. They get lengthy and it's difficult to keep going back and starting a new screen.
- ✓ The training is very helpful and has evolved to meet the needs of staff over the years.
- ✓ When I talk to staff or help them with CAPS screens they have no idea how to access the training site. Is there a way you could get instant training from CAPS itself, some type of link?
- ✓ Do not really know how to effectively use the CAPS training website, but know it exists.
- ✓ I use the training guide to help but many times I am unable to find what I need. Need better table to help me.
- ✓ I found the CAPS training very beneficial but had used CAPS previous to attending the training. Mary Reynolds is fantastic at presenting the information and helping employees to develop skills in using it. I would not mind taking additional training with Mary and have sat in on a training conference with some of the other workers. It is nice to build upon our knowledge and CAPS does appear to be more user friendly.
- ✓ CAPS could easily be more user friendly with an HTML overlay on top of the database, allowing people to move between screens in a much easier way, and error feedback to be more understandable. DocGen is an excellent system, showing how databases can be utilized to improve efficiency. A similar system could make the creation of FFA's much

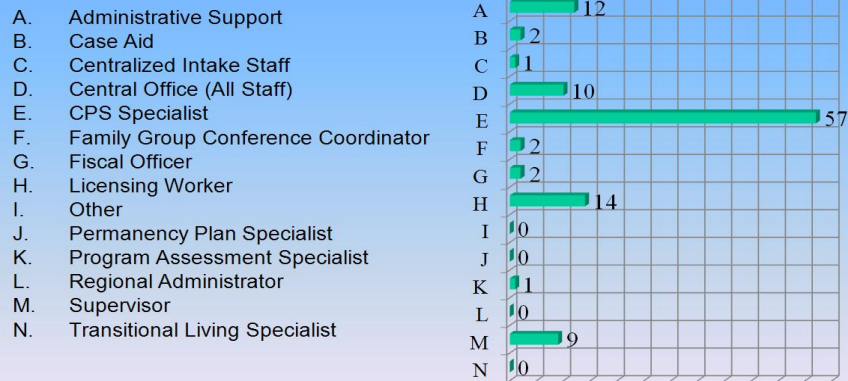
easier as well, as the Access database I am building for interviews and phone calls on investigations could demonstrate.

- ✓ I do not seem to find the time to search CAPS or other related information on the web/computer. I have too much other work to do to take the time to “search” for information.
- ✓ The knowledge of help desk personnel is sometimes questionable. There is one person in particular that when I call the help desk and she answers, I hang up and wait until later. Talking to her is really a waste of time.
- ✓ I feel that you are always on top of it and make every opportunity for everyone to be updated ASAP.
- ✓ CAPS training is too lecture based, and needs to be more activity driven rather than the activities being an afterthought at the end of each lecture. This would allow users to ask questions about specific items as they go and keep us from falling into sensory deprivation comas during the training.
- ✓ I came from another state CPS and the data system they used was so much more user friendly than CAPS that I have had a difficult time using CAPS and understanding the logic to it. It will be nice if MT ever gets a system that is more updated and user friendly as it will save the CPS workers so much time.
- ✓ I think more information regarding CAPS and NCANDS and AFCARS would be beneficial for field staff and supervisors. Thank you for everything – you are always helpful and willing to go the extra mile to clarify.
- ✓ The help desk is not always aware of FRS needs particularly for out-of-state providers.
- ✓ Some of the screens have abbreviations with no F12 function, or sections with no explanation of what they are for, such as the CAN P C A section on PERL. It would be nice to have a packet with those details similar to the alphabetical screen list.
- ✓ The training went very well and the trainer did well in presenting the information. The training moved at a very nice pace, not too slow and not too fast.
- ✓ I would be interested in knowing the answers to 13, 14, 15 and 16.
- ✓ Mary Reynolds is an awesome trainer and anything that arises, CAPS training is in good hands with her ability to teach.
- ✓ It would be helpful if more of the CAPS screens indicated which screen you should go to next.

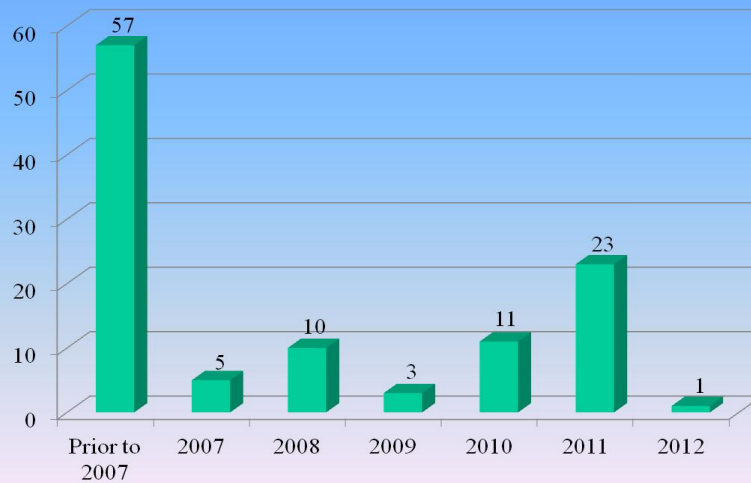
APPENDIX N – SURVEY STATISTICS



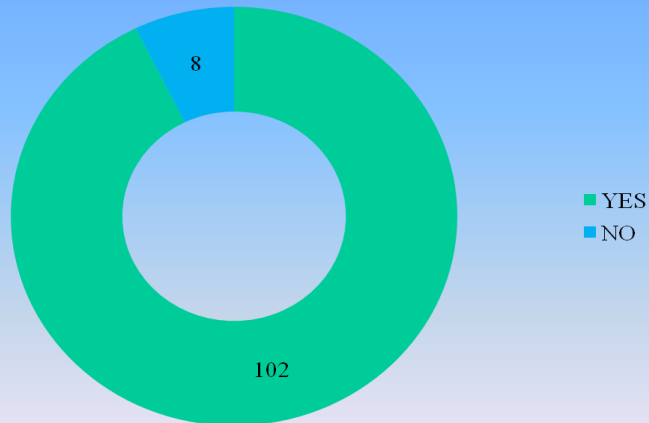
Staff Type of Workers



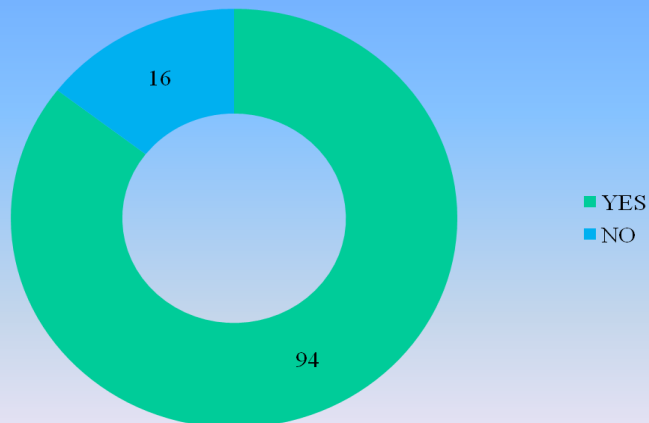
Year of Hire of Workers



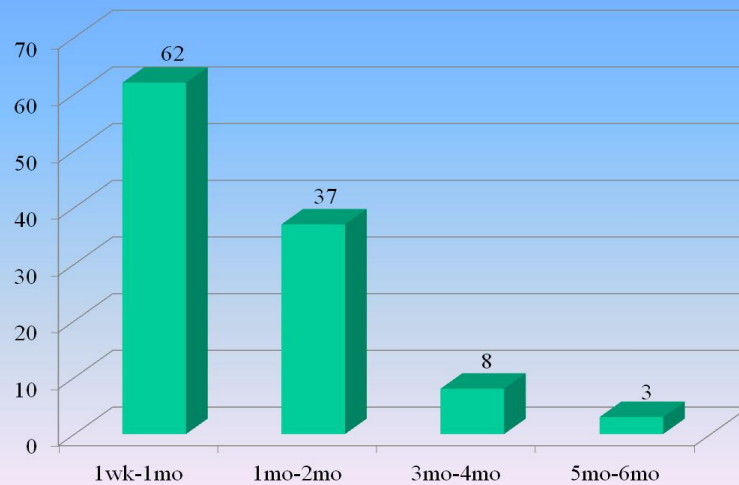
Q1: Do you know how to register for CAPS training sessions?



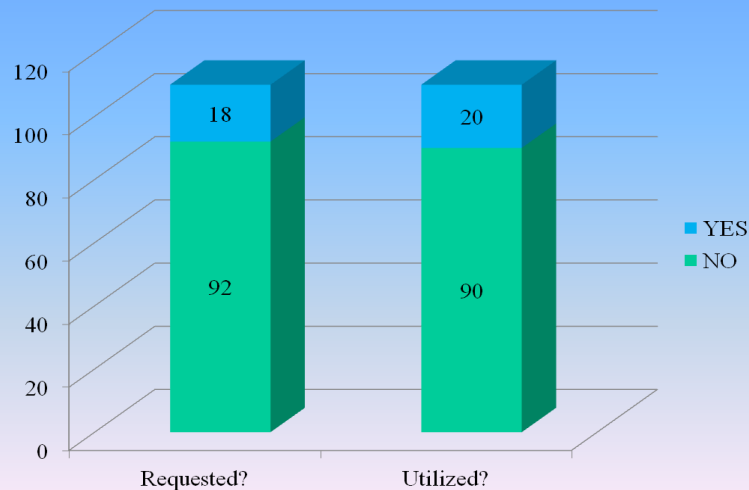
Q2: Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?



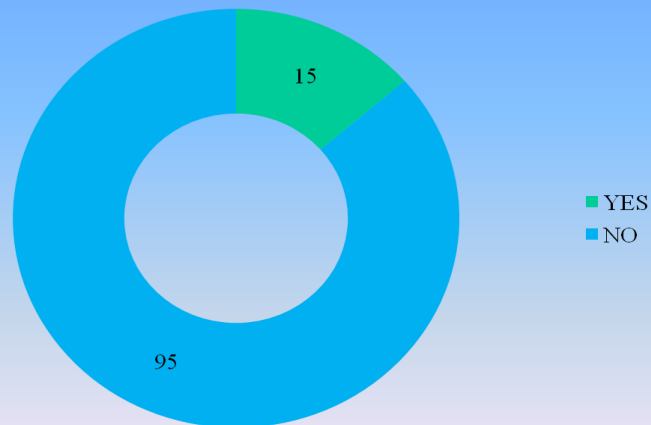
Q3: How long do you feel a worker should be at their job prior to attending CAPS system training?



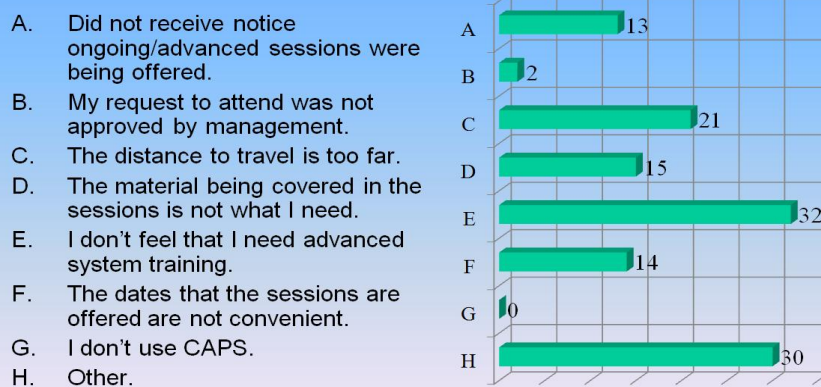
Q4: Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?



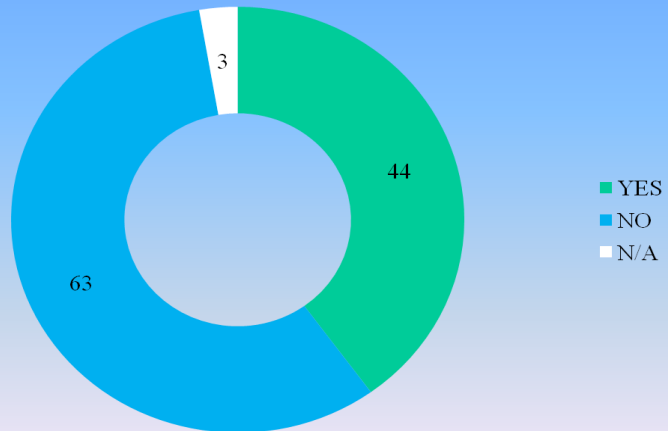
Q5: All employees are offered ongoing/advanced CAPS system training. Have you ever attended an ongoing/advanced CAPS system training session?



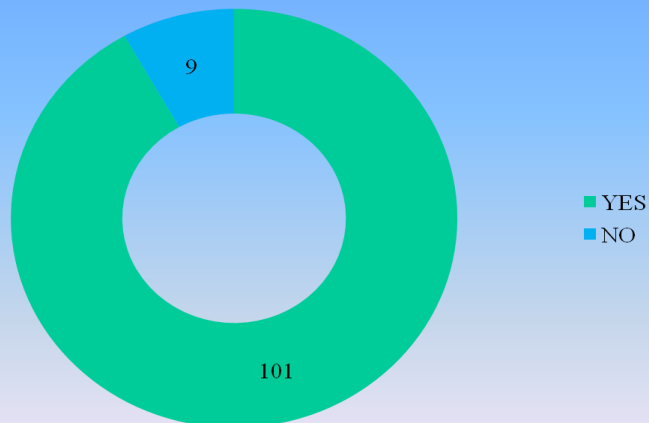
Q6: During 2011, ongoing/advanced CAPS system training sessions were offered in Helena. Please identify the factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future advanced training sessions.



Q7: If your office is moving towards "one worker one case" if abbreviated CAPS training was to be offered on just "intake" or just "ongoing" information, would you be interested in this training?

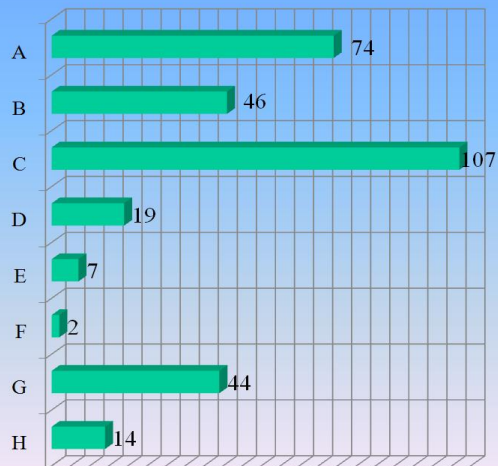


Q8: When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during annual policy training?



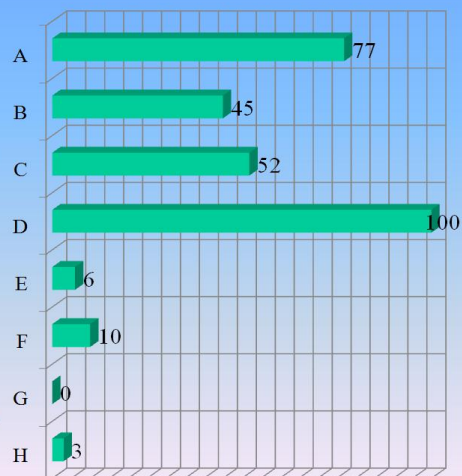
Q9: When you experience CAPS system issues/problems, who do you contact or where do you go to get help?

- A. A co-worker.
- B. My supervisor.
- C. CAPS Help Desk.
- D. CAPS Computer Systems Specialist.
- E. CAPS Liaison.
- F. Program Office.
- G. CAPS Training Guide.
- H. CAPS Training Website.

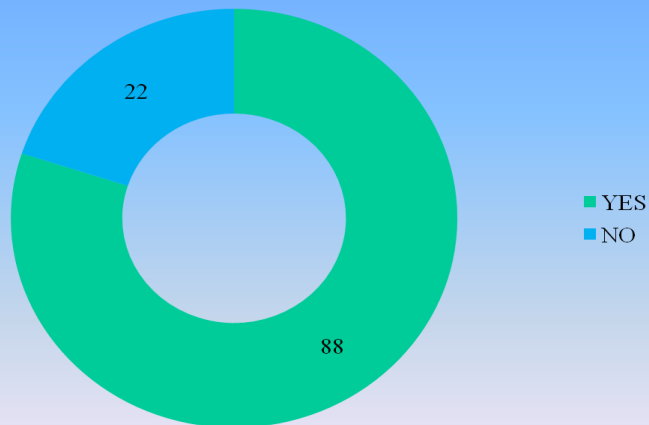


Q10: When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?

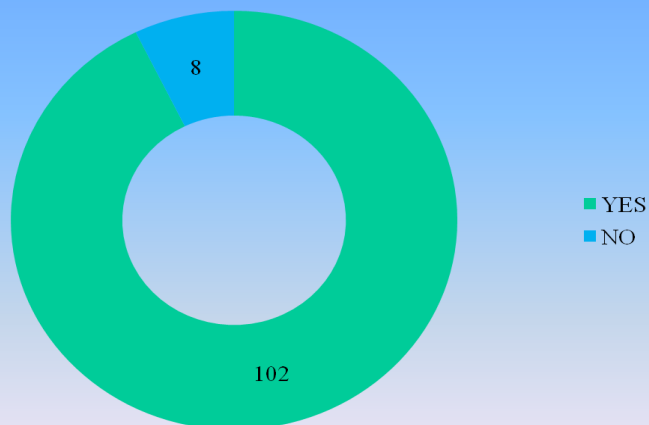
- A. Try to correct the problem myself.
- B. Ask a co-worker for help correcting the problem.
- C. Ask my supervisor for help correcting the problem.
- D. Call the CAPS Help Desk for help correcting the problem.
- E. Call the Program Office for help correcting the problem.
- F. Call Margaret Jennings-Jeffrey for help correcting the problem.
- G. Ignore it if the error was created by another worker. It's not my problem.
- H. Ignore it unless it is causing me to not be able to enter other information.



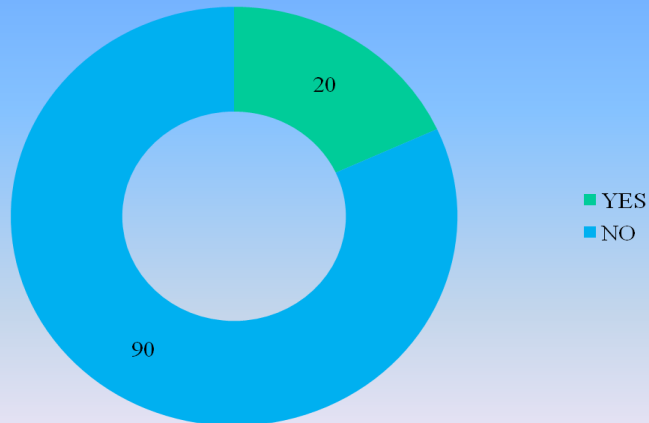
Q11: Have you ever been informed of, or are you aware of, how the information you enter into the CAPS system is utilized?



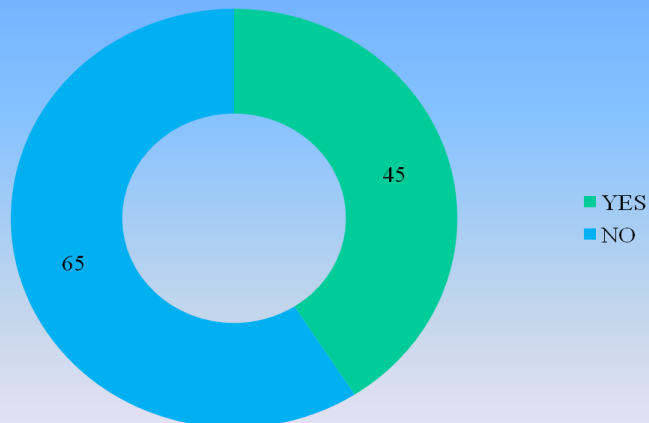
Q12: Do you feel knowing how the information that you enter into the CAPS system is utilized is important in helping you enter that information?



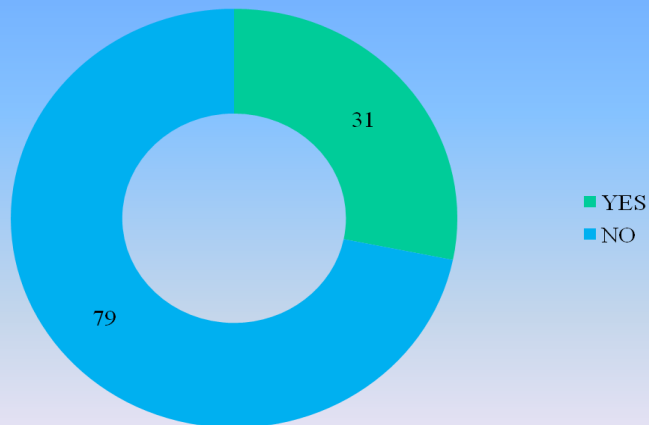
Q13: Do you know which screens and data in CAPS affect NCANDS (National Child Abuse and Neglect Data System) reporting?



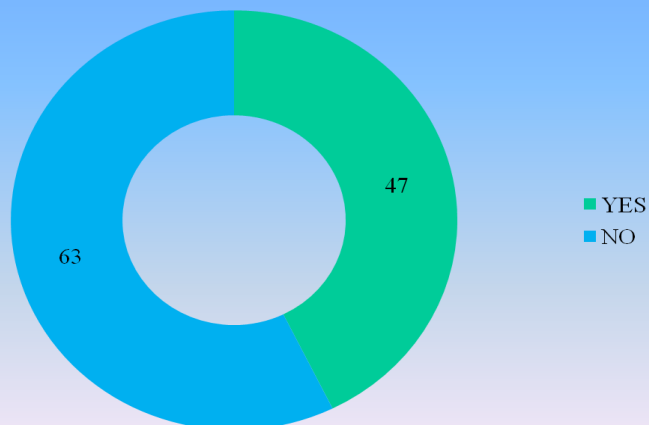
Q14: Do you know which screens and data in CAPS affect AFCARS (Adoption and Foster Care Analysis Reporting System) reporting?



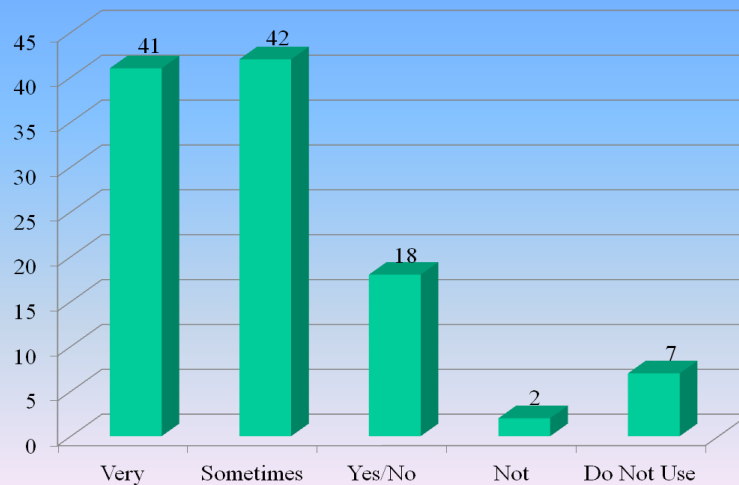
Q15: Do you know what screens and data in CAPS need to be completed when supervising an out-of-state client?



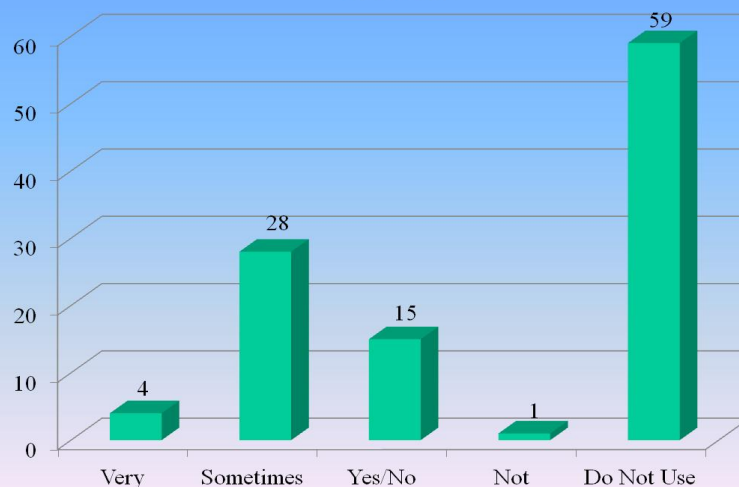
Q16: Have you been made aware of what issues have been identified as needing improvement, and how to make these improvements with your CAPS data entry for the CFSR PIP (Child and Family Services Program Improvement Plan)?



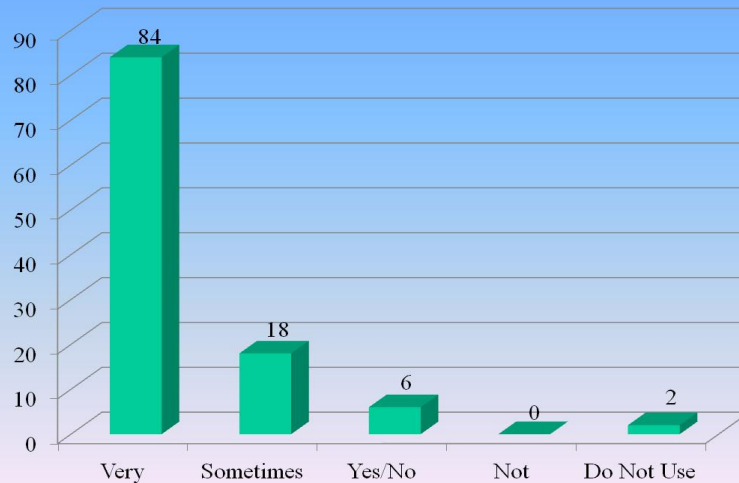
Q17: Please rate the usefulness of the **CAPS training materials** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



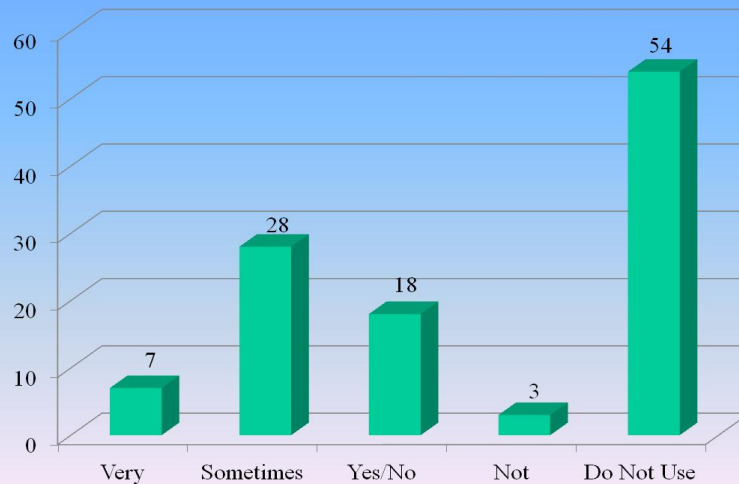
Q17: Please rate the usefulness of **CAPS online help** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



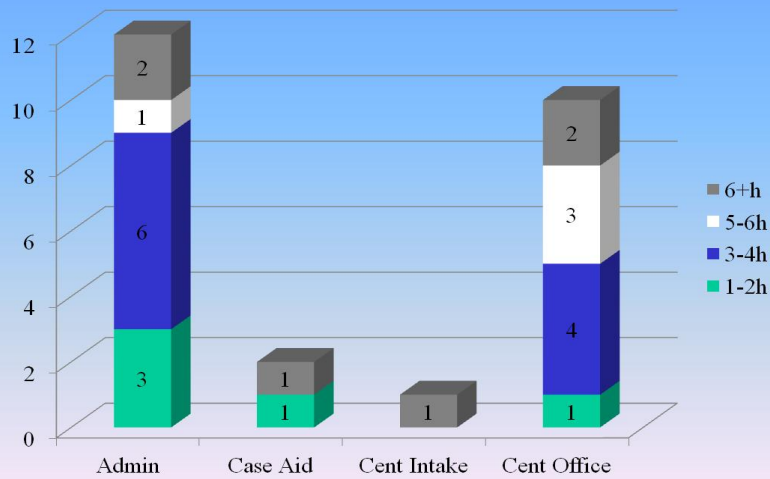
Q17: Please rate the usefulness of the **CAPS Help Desk** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



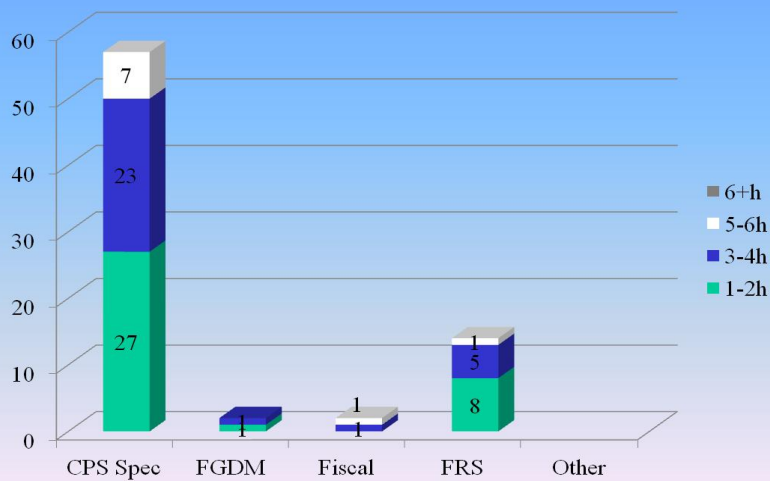
Q17: Please rate the usefulness of the **CAPS Training Website** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



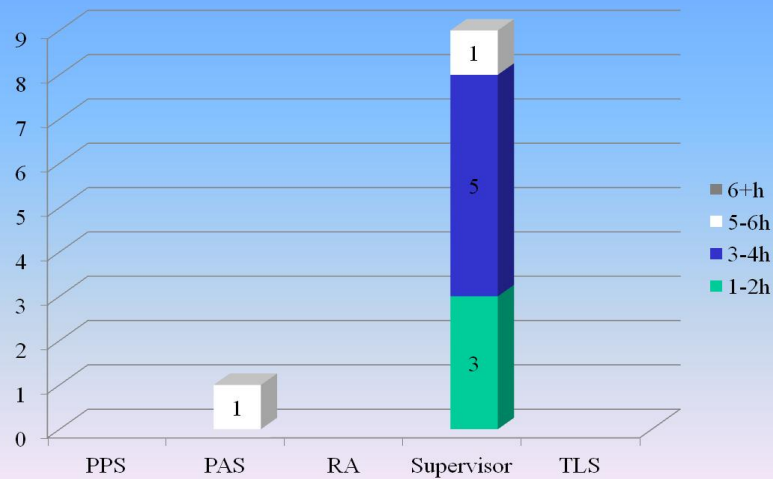
Q18: How many hours of your work day would you say you spend entering/accessing information in CAPS/DocGen (on average)?



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Q19: Currently, the CAPS training website contains such information as the training schedule, training guides, screen guides, system documentation and links to other department websites. How often do you access the CAPS training website?

